

WHAT DOES THE REQUIRED CURRICULUM OF A NASPAA ACCREDITED MASTER  
OF PUBLIC ADMINISTRATION (MPA) PROGRAM TYPICALLY LOOK LIKE?

By

Emil Robert Mackey III

RECOMMENDED:

\_\_\_\_\_  
Ms. Carol Gering

\_\_\_\_\_  
Dr. Diane Noble

\_\_\_\_\_  
Dr. Roy Roehl, Advisory & Final Project Committee Chair

\_\_\_\_\_  
Dr. Phillip Patterson, Co-Chair for SOE Graduate Programs

\_\_\_\_\_  
Dr. Sue Renes, Co-Chair for SOE Graduate Programs

APPROVED:

\_\_\_\_\_  
Dr. Allan Morotti  
Dean, College of Education

\_\_\_\_\_  
Dr. John C. Eichelberger  
Dean of Graduate School

\_\_\_\_\_  
Date

What Does the Required Curriculum of a NASPAA Accredited Master of Public  
Administration (MPA) Program Typically Look Like?

Emil Robert Mackey III

University of Alaska Fairbanks

A Final Research Project submitted to the

University of Alaska Fairbanks

In partial fulfillment of the requirements of the degree of  
Master of Education in Curriculum Design and Instruction

Presented to

Dr. Roy Roehl (Chair)

Dr. Diane Noble

Ms. Carol Gering

University of Alaska Fairbanks

Fairbanks, Alaska

Spring 2015

## Chapter 1

### Abstract

This research builds upon prior MPA Curriculum Research and regarding what the required curriculum of a Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accredited Master of Public Administration (MPA) Program typically looks like. This research uses a mixed methods approach where qualitative Grounded Theory methods identify and classify required courses by course name. Quantitative methods calculates frequencies of distribution and, combined with brief qualitative statements, explain the typical NASPAA accreditation requirements across programs. This research is useful to understand the transformation of the MPA core requirements since 1989 and for existing and aspiring NASPAA accredited programs to plan and/or evaluate their required curriculum against the typically required core curriculum of NASPAA accredited programs as of 2013. Generally, this research identifies seven common requirements in a typical NASPAA accredited program of study, an average and range of typical required credit hours per program, and discusses this research in relation to prior research, NASPAA accreditation standards, and the categories of courses typically required by 50% or more of NASPAA accredited programs in this research.

**Dedication**

To my wife who has tolerated my education with tolerance and grace, my parents with whom none of this would be possible, and to the State of Alaska, my adopted home. I am forever thankful for the opportunities you have provided.



## Table of Contents

Signature Page .....	i
Title Page .....	ii
Chapter 1 .....	iii
Abstract .....	iii
Dedication .....	iv
List of Tables .....	vii
List of Appendixes .....	viii
Chapter 2: Introduction .....	9
Chapter 3: Literature Review .....	11
Public Administration .....	11
The Importance of Accreditation .....	18
Research and Advocacy Regarding MPA Curriculum Characteristics .....	21
NASPAA Accreditation Standards Since 2009 .....	26
Chapter 4: Methods .....	30
Mixed-Methods Approach .....	31
Methodological Design .....	33
Chapter 5: Results .....	38
Result 1: Typical Courses Make Up the Required Core Curriculum of NASPAA-Accredited MPA Programs .....	38
Result 2: Credit Hour Requirements .....	45
Result 3: Internships or Other Experiences Are Typically Required to Graduate From an NASPAA-Accredited MPA Program .....	46

Result 4: Research Projects Are Typically Required to Graduate From an NASPAA- Accredited MPA Program .....	47
Result 5: Core Emergent Curricular Requirements Across programs Reflect the Current NASPAA MPA Accrediting Values .....	48
Chapter 6: Conclusions and Recommendations .....	55
References .....	61
Appendix .....	67

**List of Tables**

Table 1: Courses that Teach Research, Evaluation, and Data Analysis Skills Descriptive Statistics .....	39
Table 2: Courses that Teach Budgeting and Finance Skills .....	41
Table 3: Courses that Teach Human Resources and Personnel Management Skills .....	43
Table 4: Courses that Teach an Understanding of Organization Theory and Behavior .....	44
Table 5: Credit Hours Required .....	45
Table 6: Internship and Other Experience Requirements .....	46
Table 7: Final Research Project .....	47
Table 8: Comparing NASPAA Standards to the Required Core Emergent Curriculum in This Research .....	53
Table 9: How This Research Compares to Cleary's (1990) Results .....	57

**List of Appendixes**

Appendix A: Glossary of Terms and Abbreviations.....	67
Appendix B: Web Sources Utilized for Data Analysis.....	68
Appendix C:Initial Data Collection and Emergent Categories, Part One .....	86
Appendix D: Initial Data Collection and Emergent Categories, Part Two .....	129
Appendix E: Second Level Analysis - Categories Amended to Improve Data Classification.....	153
Appendix F: Third Level Analysis - Data Finalized Into Categories .....	167

## Chapter 2: Introduction

The inspiration for this research occurred during my tenure on the Board of the American Society of Public Administration's Section of Public Administration Education. The Section on Public Administration Education (SPAEE) contributes to the professional development of practitioners and academics by providing educational awareness and facilitating research and information exchange among members regarding innovative curricula and pedagogical approaches to teaching public administration (Section of Public Administration Webpage, 2014).

During my tenure on the SPAEE board, I reviewed papers and abstracts for the *Journal of Public Affairs Education*. Through my work with the journal and discussions with colleagues, I became aware that a plethora of research exists on the perceived ways in which Master of Public Administration (MPA) programs can improve, but there is little research describing the curriculum of current MPA programs. The lack of research on a typical modern MPA curriculum makes it difficult for MPA programs to evaluate themselves against their peers. This research will establish the characteristics of a typical accredited Network of Schools of Public Policy, Affairs, and Administration (NASPAA) program and will enable NASPAA and NASPAA-accredited programs to evaluate their standards and curricula against the typical required core emergent curriculum among the entire group.

The following research question is intentionally limited: What are the typical characteristics of a required curriculum of a NASPAA-accredited MPA program? This research neither makes recommendations on characteristics that MPA programs should have nor establishes or advocates a model for the typical MPA curriculum among NASPAA-accredited programs. This study defers accreditation and curricular values and decisions to the accrediting board and individual institutions and programs. Current and aspiring NASPAA-accredited

programs can use this research to compare, contrast, and benchmark their program requirements against the requirements of other NASPAA-accredited programs. Programs will be able to better determine and substantiate perceived program strengths and weaknesses against the typical requirements of other NASPAA-accredited programs and identify the most appropriate areas of change in relation to their own program's needs, aspirations, mission, and values.

To answer the primary research question regarding the typical characteristics of a required curriculum of an NASPAA-accredited MPA program, this study also answers the following secondary research questions:

- What types of courses typically make up the required core curriculum of NASPAA-accredited MPA programs?
- How many credit hours are typically required to graduate from an NASPAA-accredited MPA program?
- Are internships or other experiences typically required to graduate from an NASPAA-accredited MPA program?
- Are research projects or exams typically required to graduate from an NASPAA-accredited MPA program?
- Do the required core emergent curricula across programs reflect the current NASPAA MPA accrediting values?

To answer these primary and secondary research questions, this study examines common courses among 50% or more of the 144 NASPAA-accredited MPA programs as of October 2013. This research does not consider any programs outside NASPAA-accredited institutions, other than NASPAA-accredited MPA degree programs in order to minimize variability that could potentially be introduced by such programs.

### **Chapter 3: Literature Review**

#### **Public Administration**

The importance of public administration as a field of study is its unique philosophical foundation and development. It is important to understand why the field emerged, why an educated public administration workforce is necessary for democratic government, and the historic and philosophical roots that shaped the field and curriculum. The notion of public administration traces back to the early 17th century to a group of German and Dutch philosophers. Auguste Comte began the philosophical foundation of public administration through his Doctrine of Sociological Positivism, which became the foundation of all social science and established the scientific basis for the field of public administration (Comte, 1988; Sager, 2014). Comte (1988) asserted that all knowledge is derived from logical conclusions resulting from empirical evidence using the scientific process.

After Comte, the first researcher and philosopher who was important to the development of the field of public administration was Johannes Althusius. Althusius observed that modern government administration is not chaotic; it is systematic and limited by public law, rather than authoritarian decree (Overeem, 2012; Sager, 2014). His observations provided some of the first insights into nonauthoritarian government bureaucracies and recognized the rise of a new bureaucratic class that was unlike that of the previous monarchical system (Overeem, 2012; Sager, 2014).

Building on Althusius, the Swiss-born and German-trained scholar Johann Caspar Bluntschli created the Organic Theory of the State, which served as inspiration for 20th-century public administration researchers and philosophers around the world (Rosser, 2012). Bluntschli

was important to the creation of the field of public administration because he challenged political science philosophies, such as social contract theory. Bluntschli perceived public administration and the evolution of the modern state as a nation's intrinsic desire for the general will rather than a social contract (as cited in Rosser, 2012; Spicer, 2004).

Through the organic rise of the state, society's need for enforced rules of conduct, balanced by the will of citizens to be free to pursue their interests, motivated the rise of modern democratic governments. German public servants and their approach to public service heavily influenced Bluntschli's theory of public administration after he observed the way they sheltered citizens from authoritarian excess of absolutist rulers (Goss, 1996). As Germany became more democratic, public servants adopted a greater constitutionalist attitude. Bluntschli observed that public servants were well educated, competent, and diligent, and had strong legal knowledge, which contributed to an effective government and a sense of altruism and duty toward their work (as cited in Rosser, 2012). These same values and traits exist among modern public servants and within the professional ethics of the field (Goss, 1996).

Bluntschli also provided an analysis of the environment in which administrators work. Specifically, Bluntschli sought to understand what kept the bureaucracy as a legitimate governmental authority without that bureaucracy becoming excessively powerful and authoritarian, as previous governments had become. After studying the interplay of democratic law and the work that public administrators performed, Bluntschli concluded that state constitutions and public law define the conditions under which an administration is authorized to act (as cited in Rosser, 2012). These constitutions and laws establish authority and prescribe limitations that prevent bureaucracies from becoming too powerful. For example, the U.S. Constitution separates powers between the executive, judicial, and legislative branches; each



branch is empowered to act in its own way without encroaching on the powers of the others (Levi, 1976). Similarly, Congress and state legislatures often divide powers among different executive agencies to create hierarchical powers along political, managerial, and legal lines of authority (Rosenbloom, 1983).

An administration is not powerless or passive in modern governments. Bluntschi's theory of public administration recognized that public administration applies the general will through legal processes while focusing on the small issues not addressed by the constitutional, legislative, or political processes (Rosser, 2012). For example, the general will creates political motivation for the legislature to make murder unlawful. The Constitution provides the authority to the legislature, not the public administration, to pass the necessary laws to make murder illegal; however, once the law is passed and signed into law, it is the responsibility of the public administration to adjudicate, assume custody, and process those convicted, within constitutional and legal limitations (Rosser, 2012).

Despite these foundations, public administration did not become a formal academic field until the late 19th century, when it became a hybrid of political science and law (Azizi, 2012; Williams, 2003). Bluntschli indicated that public administrators should be well educated and understand how both law and political science shape their work (as cited in Rosser, 2012). The field of public administration helped fill the gaps between political science's focus on democratic control of government and the need to educate a professional public government management workforce that is competent in understanding and implementing constitutional legal authority and limitations commonly taught within the field of law (Azizi, 2012; Kettl, 1998).

Woodrow Wilson was one of the first Americans to advocate for a new field dedicated to the administration and work of the American democratic government. As a lecturer at Cornell

University and later at Bryn Mawr College, Wilson advocated for the study of the field he termed as *public administration*, as part of a larger civil service reform demanded by citizens at the time (Heckscher, 1993). Wilson composed *The Study of Administration* (1887), in which he recognized that the field of public administration was essential to a democratic government. Similar to Bluntschli, Wilson recognized that the birth of a constitutional government created the need for a trained and effective bureaucracy, which had previously been unnecessary in pre-democratic monarchies. The role of professional public administrators to operate a professionalized public sector was revolutionary at Wilson's time and continued to require professional and academic justification in the late 19th century (Heckscher, 1993; Wilson, 1887). Wilson (1887) asserted that a trained public administration workforce was necessary to address the concerns of a democratic government and citizens and to counter the spoils system and public corruption common in the 19th century. As Wilson (1887) explained, the agents within a democratic government should be accountable to the people of the nation, the elected chief executive, and the elected legislative branch. Wilson (1887) and Bluntschli (as cited in Heckscher, 1993) agreed that governmental agents needed to focus on public service and good public process rather than blind service to a leader. Wilson (1887) explained "there should be a science of administration, which shall seek to straighten the paths of government, to make its own business less businesslike, to strengthen and purify its organization, and to crown its duties with dutifulness.

Despite his focus on training, Wilson also advocated for a new approach to and philosophy of public administration through a scientific and business-like approach to government. Wilson asserted that public administrators should be outside the political sphere and seek optimal solutions to problems rather than the most politically expedient or popular (Wilson,

1887). Similar to fields of science, the field of public administration would approach problems systematically using the best information. Like business, the field of public administration would identify the main problem, select the best alternative, and implement that alternative to maximize utility. Unlike business, however, the alternative selected would be for the public good rather than a profit and follow a pre-established legal process rather than respond to market demands (Heckscher, 1993; Wilson, 1887). Wilson (1887) identified the following three areas for public administration to focus its work:

- Determine what the government should and can do effectively;
- Determine the subject matter of the field of public administration; and
- Determine which methods and political concepts to carry into the field.

Today, public administration is fully separated from political science and law; it has its own theories and research that contribute to domestic and international democratic government management and administration (Azizi, 2012; Kettl, 1998). The field of public administration and the formal MPA degree continue to professionalize public administrators and governments around the world. Despite evidence that public administration is necessary as an academic field and profession, academics and professionals continue to debate what constitutes appropriate career preparation for public managers (Azizi, 2012).

### **Prior Research on Characteristics of the Curriculum**

Modern research into the MPA curriculum began when Cleary (1990) published *What Do Public Administration Masters Programs Look Like? Do They Do What Is Needed?* This research sought to determine whether the “accreditation process of the National Association of Schools of Public Affairs and Administration (NASPAA) produced substantial differences or distinctions in the educational programs offered by NASPAA-accredited schools” and whether

there is a clear definition of what is desired in public affairs/public administration education. Using a survey of 215 NASPAA-affiliated public administration and public affairs programs, Cleary (1990) received 172 usable responses. Among the results, Cleary (1990) found that:

- The credit-hour requirement for graduation ranged from 30-64 semester hours for preservice students and 24-60 semester hours for in-service students.
- The mean number of hours for graduation was 42.17 semester hours for preservice students and 40.05 semester hours for in-service students.
- Among 14.5% of the respondents, internships were required for all students to graduate.
- Among 63% of the respondents, internships were required for only preservice students to graduate.
- Among 22.5% of the respondents, internships were not required for any students to graduate.
- The common curriculum requirement ranged from two courses to 11 courses among respondents.
- The mean number of core courses required per respondent was 7.12.
- Among 96.5% of all respondents, the most common core requirement was public administration, administrative theory, or administrative behavior.
- Among 95.4% of all respondents, the second most frequent common core course requirement was research methods or quantitative analysis.
- Among 82.7% of all respondents, the third most required program of study was public finance, financial management, or governmental budgeting.

- Among 71.7% of all respondents, the fourth most frequent common core course requirement was policy analysis or policymaking and administration.
- Among 58.4% of all respondents, the fifth most frequent common core course requirement was research personnel administration or human resources management.
- Among 57.2% of all respondents, the sixth most frequent common core course requirement was American politics or policies and administration.
- Among 34.1% of all respondents, the seventh most frequent common core course requirement was economics or economics and public policy.
- Among 26.0% of all respondents, the eighth most frequent common core course requirement was information systems or computer science.
- Among 23.7% of all respondents, the ninth most frequent common core course requirement was legal processes.

After compiling frequencies, Cleary (1990) concluded that among 50% or more of respondents, the common core was composed of: (a) public administration, (b) research methods, (c) public finance, (d) policy analysis, (e) personnel, and (f) political institutions and processes.

In response to Cleary's research, Breaux, Clynch, and Morris (2003) published *The Core Curriculum Content of NASPAA Accredited Programs: Fundamentally Alike or Different?* This was the first significant research into the MPA required core curriculum Cleary (1990). Unlike Cleary, Breaux et al. (2003) did not focus on the characteristics of the required core curriculum; their research sought to determine what factors influenced the required core curricula in each MPA program researched. The methodology also differed; rather than a survey, Breaux et al. (2003) collected data from the Commission of Peer Review and Accreditation (COPRA) 2000

Roster of Accredited Programs and a parallel review of each program's self-study report to COPRA in the same year.

Breaux et al. (2003) hypothesized that programs that focused on stakeholder issues (e.g., the college in which the program was hosted, similar degree programs within the university, and employer demands) would be more likely to focus on courses demanded by the environment and stakeholders and less likely to focus on professional skills. However, Breaux et al. (2003) found no such correlation. Students in NASPAA-accredited schools "appear to receive largely the same training in all core curriculums" (Breaux, Clynch, & Morris, 2003). This confirmed the existence of a common core required curriculum and correlated the curriculum to accreditation standards.

Regardless of the existence and correlation of a common required core curriculum across institutions, curricular diversity existed between programs. Breaux et al. (2003) found the following correlations between institutions and required core curriculum variability:

- Programs with an environmental focused faculty tended to have more environmentally focused required core curricula.
- Programs with environmentally focused specializations tended to have more environmentally focused required core curricula.
- Programs with other environmentally focused master's degrees have more environmentally focused core requirements

### **The Importance of Accreditation**

The findings and conclusions of Breaux et al. (2003) indicate that accreditation strongly influences the characteristics of a core curriculum. Accreditation has a long and influential history in shaping American higher education standards. The accreditation process in the United States began over 100 years ago and involved almost 100 separate nonprofit and

nongovernmental accrediting bodies (Eaton, 2012). An accreditation agency is usually a private regulatory body that has the authority to define standards, evaluate member institutions, and sanction member organizations. The purpose of accreditation is to increase the quality of professional and academic fields through regular reevaluation, where members have their accreditation reviewed, extended, or terminated in relation to their ability to meet pre-established professional or academic standards (Eaton, 2012). Those who fail to meet said standards can face sanctions, suspension, or revocation of their accreditation (Eaton, 2012).

Federal and state governments rely on accrediting agencies to maintain high academic quality and build institutional accountability. For example, the federal government requires some forms of accreditation as a precondition to receive state and federal funds and participate in the federal student financial aid program. States also require individuals in certain professions to have graduated from specifically accredited institutions before becoming eligible to gain professional licensure (Eaton, 2012). Accreditation is therefore valuable to accredited academic organizations that depend on their accreditation to attract and retain students and remain economically viable within the academic marketplace. Even when accreditation is not required for financial aid or professional licensure, many schools and programs without appropriate accreditation suffer inferior reputations and competitive disadvantages in the academic marketplace (Eaton, 2012).

In higher education, accreditation institutions need and seek regional and professional accreditations. Regional accrediting agencies are responsible for accrediting organizations in their geographic area and maintaining general education quality, effective student services, and administrative standards, such as appropriate record keeping and student record privacy (Eaton, 2012). Professional accrediting agencies only work to establish professional and/or academic

standards within their area of study (Eaton, 2012). The U.S. accreditation tradition was built on traditional academic values and beliefs, such as: (a) higher education has the primary responsibility to maintain academic quality and serve as the leaders and key sources of authority in academic matters; (b) institutional mission is central to determining academic quality; (c) academic leadership values and flourishes with academic freedom; and (d) higher education thrives on decentralization and a diversity of institutions with diverse purposes and missions (Eaton, 2012).

The Network of Schools of Public Policy, Affairs, and Administration (NASPAA) is the accreditor of public administration, public affairs, public policy, and other associated programs of study among its member schools (NASPAA History, 2013). NASPAA traces its origin to the 1950s Council on Graduate Education for Public Administration (CGEPA). CGEPA transformed in 1970 into the National Association of Schools of Public Affairs and Administration (NASPAA), and in 2013 to the Network of Schools of Public Policy, Affairs, and Administration (NASPAA History, 2013). NASPAA is important to public administration education because it serves as a national and international resource for the promotion of excellence in education for the public service. As of March 18, 2013, NASPAA claimed an “institutional membership association of 280 schools of public policy, public affairs, public administration, and public & nonprofit management, located across the U.S. and around the globe” (NASPAA Announces Name Change, 2013).

NASPAA accreditation ensures that participating programs meet and sustain a baseline level of quality, continuously seek to improve the program, and practice truth in advertising (NASPAA, 2013). NASPAA accreditation provides member institutions with a strong reputation



for improving the employability of graduates, thus building value for their students and graduates (Accreditation Information for Students, 2013).

### **Research and Advocacy Regarding MPA Curriculum Characteristics**

The curriculum of MPA programs continues to be debated within NASPAA and among individual programs and researchers. The debate also continues about which courses should be included in the required curriculum, as technology advances and new demands for expertise emerge within the public sector. For example, the computer revolution of the 1980s created a demand for public administrators who were literate in computer software and applications (Kramer & Northrup, 1989); however, many programs still struggle to teach computer literacy to their students (Fitzpatrick, Sanders, & Worthen, 2004). Similarly, many MPA students need to learn geographic information systems (GIS) to plan and implement programs (Haque, 2001); however, many programs still struggle to implement GIS training into their curricula (Hu, Pan, & Wang, 2010). Lazenby (2009) called for better teaching of local government competencies within the MPA curriculum to address the unique needs of local governance.

Similarly, internships are often criticized for being inadequate for meeting student-learning needs (Miles, 1967). Prior research shows that internships tend to utilize observations and job-shadowing experiences rather than significant public administration experiences and activities that contribute to active student learning in a real public administration environment (Miles, 1967). While recent MPA internship research shows that internships are useful for professional networking and job placement, there is insignificant evidence that they are educational or helpful to student learning. As a result, researchers continue to call for more research into internship effectiveness and a development of a meaningful internship curriculum (Reinagel & Gerlach, 2015).

Public organizational leadership and management training receives the most consistent criticism. Fairholm (2006) found that MPA programs train their students for technical leadership theory, but do not adequately train their students for organizational leadership. In the mid-1990s, public administration sought to focus on what the field should focus on for the new millennium. In 1996, Behn presented his three big questions in public management. Behn wanted public administration to develop actionable research to improve organizational understanding and productivity. He challenged public-management scholars to both understand the behavior of public agencies and utilize leadership and management techniques to improve the performance of these agencies (Behn, 1995). Behn (1995) tried to focus on the following management dilemmas:

- How can public managers break the cycle of procedural rules, which prevents public bureaucracies from achieving results, which leads to more procedural rules and the micromanagement cycle to drive results?
- How can public managers motivate employees and other stakeholders to work together toward achieving public purposes?
- How can public managers measure achievements in order to increase future achievements?

A counterargument evolved over whether public administration had more basic needs than Behn recognized. Neumann (1996) responded to Behn's (1995) questions by stating that public administration required a larger focus on what management, leadership, and the field of public administration actually were rather than solving the problems Behn identified. Neumann (1996) argued that before the field of public administration could understand and break the cycle of micromanagement, it must first understand the actual nature of the field of public

administration. Likewise, before public administration could understand and break the dysfunctions of employees and stakeholder interactions, public administration must first understand the public administrative environment and the relationship between the organization, staff, and stakeholders within this environment (Neumann, 1996). According to Neumann (1996), before the field of public administration could make metrics to measure achievements, it must first define the meaning of managing a public organization.

Neumann (1996) affected the curriculum debate in two ways. First, Neumann (1996) recognized that the fundamental questions of the field had not reached a point where prescriptive remedies could be developed; rather, the field was still developing into a mature field with significant research gaps yet to be resolved. Second, Neumann (1996) advocated using an entirely new management and leadership approach to understand and teach management and leadership to public administration professionals. For example, Neumann (1996) advocated for public administration to remove linear management and leadership theory from the curriculum and instead develop and teach a nonlinear systems theory approach that incorporated human interaction, game theory, chaos theory, and nonlinear environmental effects on decisions and processes. Neumann (1996) referred to research by Kiel (1993) to support his assertions. Kiel (1993) observed that public organizations operated in a nonlinear way and never established a stable equilibrium; instead, organizations experienced periods of equilibrium, instability, and pure chaos in their productivity. Kiel (1993) argued that understanding the broader nonlinear environmental contexts of administration would be helpful to understanding the nature, needs, and work of public administration (Kiel, 1993).

These notions were radical to public administration. While Simon's (1978) Nobel Prize-awarded work for bounded rational choice theory was recognized and accepted in the private

sector for decades prior to the 1990s, it was not fully accepted and adopted within public administration until the mid-1990s. Simon (1978) stressed the importance of a diverse understanding of the interplay between individuals and organizations to achieve productivity in both business and public administration:

*The education must be symmetric. Its goal is not to convert political science into a theory of the 'public choices' of a mythical, utility-maximizing 'economic person.' Its goal is to understand how human behavior molds and is molded by the complex structures it employs to secure the coordination needed to accomplish most of its goals, and how this can be accomplished while preserving the wide dispersion of power that is consistent with democratic institutions (Simon, 1978)*

In addition to the traditional linear management and nonlinear management theory debate, there also exists a more fundamental criticism that public administration does not teach public administration management and leadership. Instead, many public administration programs teach general management theory, which fails to teach management and leadership skills unique to the public sector (Henry, Goodsell, Lynn, Stivers, & Wamsley, 2009). For example, general business and management courses, such as organizational theory, often fail to explain the differences between public and private sector management. The same is reported for public administration management courses, as they tend to teach common management theories without teaching the unique legal and policy environment that governs public organizations (Henry et al., 2009). Public administrators in the United States operate within the American democratic constitutional process, which makes public administration different from management outside the public sector. State, federal, and local governments operate under a

constitutional separation of powers, whereby powers and responsibilities are shared and divided among multiple branches of government. As a result, public managers do not answer to a single chief executive officer; they answer to a chief executive (i.e., the president or governor), a legislative body, and courts who dictate different and sometimes conflicting laws and orders to public administrators charged with implementation (Henry et al., 2009). Therefore, successful public administrators are not simply managers; they must be able to satisfy the long-term interests of a lawful society despite a divided government and remain in compliance with the constitutional principles of due process, equal protection, individual rights, separation of powers, and other restrictions and considerations. This specialized training does not exist outside the MPA and is critical for public administrators to be able to do their work (Henry et al., 2009).

Graham (1984) suggested that public management programs should reflect: (a) the political and ethical foundations of public administration, (b) an examination of public management practice in public organizations, and (c) public management skills. To improve management and leadership training for MPA students, Cox (1990) suggested that the framework to teach public administration should reflect the public values that serve as the foundation for the concept of governance. Cox (1990) asserted that MPA programs should have a curriculum that incorporates management skills and technical competencies needed to succeed in public administration. Both Graham (1984) and Cox (1990) recognized that public management is different from general management and that understanding the uniqueness of public management is the most critical aspect of public administration education. Understanding ethics and political theory is critical to understanding the concept of public interest and commonwealth and

how to manage people and organizations motivated by constitutional political values (e.g., equity and transparency) instead of profit motives that guide most private organizations (Bozeman, 1984).

While many researchers advocate adding or strengthening specific courses in the MPA curriculum, other researchers advocate the elimination of existing competencies or the creation of a back-to-basics approach to teaching universal competencies. For example, recent research questioned the effectiveness and value of ethics training in the MPA (e.g. Cooper, 2012; Jurkiewicz & Nichols, 2002). White (2004) questioned the value of multicultural training of MPA students, despite the high value of multicultural education as part of the faculty and student recruitment in accredited MPA programs of study (NASPAA Commission on Peer Review and Accreditation, 2009).

#### **NASPAA Accreditation Standards Since 2009**

In 2007, NASPAA acknowledged the calls for the addition and/or elimination of competencies and expressed deep concern over the future of MPA programs. An NASPAA survey of 400 city managers identified soft skills instead of technical skills as the highest area of need among competencies demanded for MPA graduates (Calarusse & Raffel, 2007).. The top competencies identified by city managers as “extremely important” included:

1. Decision making/problem solving (82%),
2. Communication skills (77%),
3. Leadership (72%), and
4. Teamwork (71%). (Calarusse & Raffel, 2007).

NASPAA concluded that the public administration curriculum drifted beyond its core mission and overlapped with other degrees that were more specialized than the MPA. In 2007,

NASPAA called for a renewal of the MPA's core mission "to develop the capacity of graduates to exercise delegated public authority wisely, effectively, and lawfully" (Henry et al., 2009)

NASPAA adopted new MPA accreditation standards at the October 16, 2009 NASPAA annual business meeting in Arlington, VA (NASPAA Commission on Peer Review and Accreditation, 2009). The new standards require institutions to complete a one-year self-study process and submit their report to COPRA as the first step toward accreditation. If COPRA approves the self-study report, the program then hosts a COPRA site study team who submits a report to COPRA. The program receives accreditation for up to seven years if it meets all standards and appears sustainable (NASPAA Commission on Peer Review and Accreditation, 2009). The NASPAA accreditation standards for a typical MPA program generally include:

- The equivalent of 36–48 semester credit hours;
- A mission statement that defines performance expectations and creates a pre-established observable program and a process of program evaluation;
- At least five full-time faculty empowered to exercise substantial control and influence over the governance and implementation of the program to achieve the program's mission, goals, and objectives;
- Evidence of recruiting and retaining professionally qualified faculty consistent with the mission, goals, and objectives of the program and university;
- Evidence of appropriate student recruitment practices, well-defined admission criteria, a curriculum aligned with the program's mission, internships, and student support services;
- Evidence of student learning outcomes that include universally required public administration competencies;

- Evidence of sufficient funding, facilities, and other resources in addition to its faculty that will help the program pursue its mission and objectives and continuous improvement; and
- Evidence of effective communication of the mission, policies, practices, student-learning outcomes, and accomplishments that are sufficient for all stakeholders (NASPAA Commission on Peer Review and Accreditation, 2009).

While each of these requirements is important and influences the mission and required core curriculum of an NASPAA-accredited MPA program, the most important accreditation requirement is the fifth standard, which requires evidence of student outcomes that include universally required competencies. According to the NASPAA Commission on Peer Review and Accreditation (2009), the standard provides the universally required competency domains, including:

- Public leadership and management skills;
- Opportunities to participate in the public policy process;
- The ability to “analyze, synthesize, think critically, solve problems and make decisions;”
- The ability for the student to “articulate and apply a public-service perspective;”
- The ability to communicate and interact with a diverse and changing workforce and citizenry;
- Professional competencies “where students can apply their education through experiential exercises across a broad range of public affairs, administration, and policy professions and sectors;”
- Mission-specific competencies appropriate to achieving the program’s mission; and



- Elective competencies for specializations and concentrations aligned with the program's mission.

Standards one through six establish specific knowledge, skills, and abilities that NASPAA recognizes as necessary competencies for all MPA students. Competencies seven and eight allow for individual program variance and the ability to add specific requirements that meet the program and university's mission, goals, and objectives. This conflict is intentional, as it allows programs the flexibility to meet its and the university's needs and add specific content to meet program curricular needs. NASPAA accreditation evaluates the program on how its curriculum matches its mission, not only on how well it matches the core competencies. As the NASPAA Commission on Peer Review and Accreditation (2009) explained:

*An accredited program should implement and be accountable for delivering its distinctive, public service mission through the course of study and learning outcomes it expects its graduates to attain. The curriculum should demonstrate consistency and coherence in meeting the program's mission. While an accredited degree program must meet basic minimal performance criteria, NASPAA recognizes that programs may have different profiles with varying emphases. The program being reviewed should demonstrate how its curricular content matches the profile emphasized in its overall mission. Whatever competencies the program designs, the learning outcomes should reflect public service values (NASPAA Commission on Peer Review and Accreditation 2009).*

### **Chapter 4: Methods**

Using a combination of qualitative and quantitative analysis, this research analyzed the MPA curricular requirements for graduation among NASPAA-accredited MPA programs. The requirements analyzed included classes, research, internships, and any other pre-established requirements for graduation from an MPA program. This research and its methods generally parallel the approach and methods of Cleary (1990); however, several key differences exist, including:

- Whereas Cleary's (1990) research used mailed surveys to NASPAA-affiliated programs and observations of program self-reports to NASPAA, this research uses publicly available program webpages and catalogs of study to determine the core requirements of each program.
- This project considers the influence of current NASPAA accreditation standards on the required core, similar to Breaux et al.'s (2003) research.
- Whereas Cleary (1990) studied NASPAA-affiliated programs of study, this project focuses on NASPAA-accredited MPA programs. This project considers neither NASPAA-affiliated programs of study that are not accredited nor degree programs outside the MPA, such as a Master of Public Policy, Master of Public Affairs, Master of Arts, or Master of Science.

In addition to the non-MPA programs excluded from this final project, eight NASPAA-accredited MPA programs were also excluded from analysis. Exclusion from the final analysis is not a negative reflection of a program or its quality, as exclusion was based on unique issues that made a program unsuitable for inclusion and analysis. Given the importance of verification in qualitative and mixed-methods research, the following list provides the excluded programs and

the reasons for exclusion (all reasons were established as of the date of data collection or analysis):

- American University, Brigham Young University, and Clark Atlanta University: these institutions had no published required core curriculum.
- Eastern Michigan University: their program announced a reformed curriculum that had not been published.
- State University of New York at Albany: their program had no printed minimum number of credits published in the literature reviewed.
- South Dakota: their program was designed around an accounting emphasis, which was unique among all institutions.
- Columbia University: their program had no traditional credit system.
- Long Island University: their requirements offered so many options and combinations that the program did not fit into the limitations of this analysis and posed too many variables for which to account.

### **Mixed-Methods Approach**

Mixed methodology research uses both qualitative and quantitative methods to achieve scientific results and conclusions. The mixed-methods approach minimizes the limitations and maximizes the effectiveness of both qualitative and quantitative approaches to answer the research questions. The mixed-methods approach is necessary in this study, as the research deconstructs the curricula for analysis of individual content (a qualitative process) in order to generalize the typical requirements among programs (a quantitative process).

Using the mixed-methods approach influences all aspects of the research, including the literature reviewed. Qualitative methods use literature that explain the context in which the

reality exists; therefore, qualitative literature is often in-depth, explains the environment that shapes the reality, and sets the stage for the study within the context of that reality. In quantitative methods, the literature focuses on prior theory and prior research of the same problem. This study acknowledges the importance of prior theory and context; therefore, it includes important historic, chronological, programmatic, and policy influences that shape the context of the MPA required core curriculum and prior research into the characteristics of an MPA required core curriculum in order to describe the existing theories that are to be tested.

Qualitative and quantitative methods are different from each other in several important ways. Quantitative methods are part of the positivist philosophical approach that believes: (a) there is one reality, (b) the approach must neutralize any researcher bias or perspective, (c) the research must be value free, and (d) a deductive process explains cause and effect. In contrast, qualitative methods are rooted in the constructionist philosophical approach that believes: (a) reality is subjective and dependent upon the perspective of the observer, (b) the researcher must acknowledge bias and values within research, and (c) the researcher must use an inductive process to create a context-bound emergent design where emergent patterns explain the reality within the context observed (Creswell, 1994). Each approach has its strengths and weaknesses. The quantitative method is useful for explaining cause-and-effect relationships (e.g., correlations) and predicting future outcomes based on these relationships. In social research, however, quantitative analysis is not useful for explaining why phenomena occurred, especially through a social construction context. In contrast, the qualitative method is not as effective at establishing cause-and-effect relationships or projecting future outcomes based on these relationships, but it is useful for explaining why something occurred within the context observed (Creswell, 1994).

The use of theory and the building of hypotheses could be considered the greatest argument between qualitative and quantitative theorists. In quantitative research, the theory results from a confirmed or disproved hypothesis. Qualitative research has no role for a hypothesis and bypasses that step in the scientific process completely; instead, it focuses on identifying and explaining patterns observed by the researcher. In the mixed-methods approach, no hypotheses are used in the qualitative portions, but can be use used in the quantitative portion if a hypothesis is appropriate to test the research question (Creswell, 1994).

The final point of conflict with the mixed-methods approach is that the research must be accurate and reliable. In qualitative methods, the data are accurate and reliable if the data are verifiable. Verifiability occurs through a researcher audit trail, where the researcher documents observation notes, memos, coding, and other observations and research. This allows other researchers to verify that study's methods, data, results, and conclusions. It also presents the possibility for researchers to utilize the existing data to reclassify and further the research. In quantitative methods, the data must be validated and reliable. Variability means that the assessment tool used to analyze the data must limit measurements to the variable being tested as much as possible. Reliability means that the assessment tool produces stable and consistent results. This research therefore includes all raw data, coding, and final patterns used in the qualitative process and a complete statistical accounting for the quantitative analysis to ensure verifiability and validity of results (Creswell, 1994).

### **Methodological Design**

This study relies on Creswell's (1994) mixed-methods approach, wherein the researcher is free to mix aspects of the qualitative and quantitative designs. This freedom can produce numerous variants of mixed-method designs. The design must have procedures that answer the

research question with appropriate weight divided among qualitative and quantitative data within the research (Creswell, Plano, Gutmann, & Hanson, 2003). Within the existing typologies, this research most closely resembles Model 1 of Steckler, McLeroy, Goodman, Bird, and McCormick's Integrative Qualitative and Quantitative Method approach. In this model, qualitative analysis develops quantitative measures; the resulting quantitative measures statistically explain phenomena (Steckler, McLeroy, Goodman, Bird, & McCormick, 1992). This research approach leans qualitative in nature and purposely integrates quantitative measures during the data interpretation phase; therefore, this research maintains an implicit theoretical perspective despite the use of statistical analysis during the data interpretation (Creswell et al., 2003). The combination of qualitative methods and quantitative data analysis bridges the qualitative and quantitative divide. This allows for succinct transmission of understanding to the reader. The combined methods also provide the opportunity for future quantitative researchers to build on the data for future quantitative research (Sandelowski, 2000).

As previously mentioned, the research question is: What are the typical characteristics of a required curriculum of a NASPAA-accredited MPA program? Additionally, the secondary research questions are:

- What types of courses typically make up the required core curriculum of NASPAA-accredited MPA programs?
- How many credit hours are typically required to graduate from an NASPAA-accredited MPA program?
- Are internships or other experiences typically required to graduate from an NASPAA-accredited MPA program?

- Are research projects or exams typically required to graduate from an NASPAA-accredited MPA program?
- Do the required core emergent curricula across programs reflect the current NASPAA MPA accrediting values?

This research requires the observation and classification of course names in order to answer the primary and secondary questions. Since this study relies on analyzing course names and descriptions, it is fundamentally qualitative and does not rely on a hypothesis for testing.

The qualitative method used to deconstruct and classify course names is grounded theory, which is a recognized form of qualitative research commonly used in social and educational research today. The grounded theory approach is useful because it recognizes the social construction of our social reality and uses a constructivist approach to deconstruct, analyze, and explain reality (Allan, 2003; Denzin & Lincoln, 2005). Grounded theory starts with researcher observations. The researcher categorizes observations along categorical axes to produce emergent themes and patterns from the data (Allan, 2003; Denzin & Lincoln, 2005). This study used researcher observations of each NASPAA-accredited MPA program to gather program requirements and course names. Using the grounded theory, I categorized each course name thematically according to the observations of course names, descriptions, and purpose as a course requirement in the overall program of study for each institution.

During the data collection phase, the required core curriculum was defined as the courses and activities required for graduation, regardless of specialization. All courses and activities required for graduation for each institution were documented on an Excel spreadsheet. For example, internships required for all student or preservice students as a core requirement are included in the research as a required course. Each program was observed and the title of each

required course and/or activity was noted. This study focused on MPA programs, not the institutions that hosted the programs. In cases where an institution had multiple programs, each program was analyzed separately; therefore, some institutions have multiple analyses because they host multiple MPA programs with separate requirements for graduation. For example, the University of Utah maintains a traditional track MPA and an Executive MPA with separate requirements for graduation; thus, this study analyzed each program separately even though they were housed in the same institution. In the few cases where a program was in the process of changing curricular requirements, only the most recent MPA curriculum published for each MPA program was observed. The older curriculum was not included in this research. Thematic categories emerged early and throughout the data collection process. The courses and activities were grouped among the emergent categories, but the categories changed in later stages of data analysis. The initial emergent categories were only preliminary categories used during the data collection phase and as themes emerged.

In stage two, the coding of the data became the focus of the research. In this stage, when possible, categories changed to improve the classification of the data using a forced choice method to avoid having data cross categories. This was a stronger method to force the research to create the best possible categories; however, a few courses were unable to be consolidated into one category. One example is a course titled Leadership and Ethics, which fit both the leadership and ethics categories. While other examples of this exist, the total duplicates account for less than 1% of the courses analyzed.

In stage three, categories were finalized and converted into numerical data for descriptive statistics. Descriptive statistics allow the reader to understand the frequency and distribution of



categorized data. This format also allows the opportunity for future quantitative researchers to use the data to replicate this research or broaden the research.

In stage four, descriptive statistics were created. These statistics included the minimum credit hours required, the frequency of courses required per institution, and the frequency of other required activities. Brief qualitative interpretations were often added to the descriptive statistics so that the reader would be aware of the context, conflicts, and/or concerns about the data and have a better understanding of the meaning of the data.

Since this study relied on publicly available websites for data without any human-based research, there existed no need for an institutional review board (IRB). Regardless, this research followed all institutional, state, federal, and international IRB guidelines.

## Chapter 5: Results

### **Result 1: Typical Courses Make Up the Required Core Curriculum of NASPAA-Accredited MPA Programs.**

The following seven core areas compose the typical required curriculum of an MPA program:

- Courses that teach research, evaluation, and data analysis skills;
- Courses that teach the practice of public administration and/or public management;
- Courses that teach methods of finance and budgeting;
- Courses that teach human resource or personnel management;
- Courses that teach organizational theory and behavior;
- An internship or significant prior public service; and
- A final research project.

The first core emergent area was classified in this study as methods of research and evaluation. These courses focus on teaching methods of gathering and analyzing data, using qualitative or quantitative analysis, in order to reach a scientific conclusion or management decision. Courses in this group include:

- Research Methods,
- Program Evaluation,
- Introduction to Applied Research Design,
- Quantitative Analysis,
- Qualitative Analysis,
- Foundations of Public Administration Research,
- Quantitative Methods for Public Administration,

- Public Service Research,
- Managerial Statistics,
- Methods for Program Evaluation,
- Methods in Public Administration,
- Data Analysis for Public and Nonprofit Managers,
- Public Policy Analysis,
- Design and Consumption of Research,
- Program and Policy Evaluation,
- Economic Foundations of Policy Analysis,
- Cross Sector Analysis, and
- Microeconomic Policy Analysis.

Consistency exists in the data among the mean, median, and mode. As shown in Table 1, the mean, median, and mode among the research population is 2 with a standard error of 0.06 and represents the first typical core requirement among NASPAA-accredited MPA programs.

Table 1: Courses that Teach Research, Evaluation, and Data Analysis Skills Descriptive Statistics

Mean	2.01
Standard Error	0.06
Median	2.00
Mode	2.00
Standard Deviation	0.75
Sample Variance	0.56
Kurtosis	-0.11

Skewness	0.18
Range	4.00
Minimum	0.00
Maximum	4.00
Sum	298.00
Count	148.00
Confidence Level (95.0%)	0.12

The second core emergent area included courses that teach methods of finance and budgeting. These courses focus on teaching public finance, budgeting theory, and methods to students who will need such skills as public managers. Examples of course titles in this area include:

- Financial Administration,
- Public and Nonprofit Budgeting,
- Public Finance Administration,
- Public Fiscal Administration,
- Public Budgeting,
- Revenue, and Expenditures,
- Fiscal Policy Processes in Metropolitan Areas,
- Budgetary Process,
- Finance and Economics, and
- Public Budgeting Process and Their Policy Implications.

Consistency exists in the data among the mean, median, and mode within Table 2. The mean, median, and mode among the research population is 1 with a standard error of 0.58 and represents the second typical core requirement among NASPAA-accredited MPA programs.

Table 2: Courses that Teach Budgeting and Finance Skills

Mean	1.05
Standard Error	0.04
Median	1.00
Mode	1.00
Standard Deviation	0.47
Sample Variance	0.22
Kurtosis	3.10
Skewness	0.55
Range	3.00
Minimum	0.00
Maximum	3.00
Sum	155.00
Count	148.00
Confidence Level (95.0%)	0.08

The third core emergent area included courses that teach the practice of public administration and/or public management. These courses focus on the work of public administrators and public managers and teach the skills and abilities needed to succeed in this general area., such as management skills and theory. This area can also include historic and

economic contexts unique to the public management environment or a broad overview of public administration. Examples of course titles in this area include:

- Seminar in Public Administration,
- Introduction to Public Administration,
- Administrative Theory and Behavior,
- Theories of Public Administration and Democratic Governance,
- Public Management,
- Public Administration and Democracy,
- Public and Nonprofit Sector Management,
- Public Management Systems and Strategies,
- History, Scope, and Practice of Public Administration, and
- Microeconomic Management Analysis.

Consistency existed in the data among the mean, median, and mode. The mean, median, and mode among the research population was 1 with a standard error of 0.04 and represents the third typical core requirement among NASPAA-accredited MPA programs.

The fourth core emergent area included courses that teach human resources and personnel management skills. These courses focus on teaching students the human resources and personnel management knowledge, skills, and abilities needed to succeed. Examples of course titles in this area include:

- Public Personnel Administration,
- Human Resource Administration,
- Labor Relations in Government,
- Public Personnel Administration: Theory and Practice, and

- Problems of Public Personnel Administration.

Among the NASPAA programs analyzed, 70% required a course that fit this category. With a median and mode of 1, these courses represent the fourth typical core requirement among NASPAA-accredited MPA programs.

Table 3: Courses that Teach Human Resources and Personnel Management Skills

Mean	0.76
Standard Error	0.04
Median	1.00
Mode	1.00
Standard Deviation	0.43
Sample Variance	0.19
Kurtosis	-0.55
Skewness	-1.21
Range	1.00
Minimum	0.00
Maximum	1.00
Sum	112.00
Count	148.00
Confidence Level (95.0%)	0.07

The fifth core emergent area included courses that teach an understanding of organizational theory and behavior. These courses focus on teaching students the theories

necessary to understand how organizations and collective human interaction combine to shape organizational behavior. Examples of course titles in this area include:

- Organizational Theory,
- Government Organization and Administration,
- Public Organizational Theory,
- Environment and Practice of Public Administration,
- Institutional Development and Behavior,
- Organizational Theory and Design,
- Intra-Agency Collaboration,
- Intergovernmental Relations, and
- Nonprofit and Nongovernmental Organizations.

Among the NASPAA programs analyzed, 60% required a course that fit this category.

With a median and mode of 1 and a standard deviation of 0.47, these courses represent the fifth typical core requirement among NASPAA-accredited MPA programs.

Table 4: Courses that Teach an Understanding of Organization Theory and Behavior

Mean	0.67
Standard Error	0.04
Median	1.00
Mode	1.00
Standard Deviation	0.47
Sample Variance	0.22
Kurtosis	-1.49



Skewness	-0.73
Range	1.00
Minimum	0.00
Maximum	1.00
Sum	99.00
Count	148.00
Confidence Level (95.0%)	0.08

### Result 2: Credit Hour Requirements

While the credit hour requirement has considerable range between the least (36) and most (72) credits required for graduation, most institutions fell within the expectations of NASPAA accreditation and clustered between 40–42 credit hours. The median credit hour requirement is 41 credits for graduation and the median is 40 credits with a standard deviation of 0.52.

Table 5: Credit Hours Required

Mean	41.43
Standard Error	0.52
Median	40.00
Mode	42.00
Standard Deviation	6.33
Sample Variance	40.11
Kurtosis	10.16
Skewness	2.79
Range	36.00

Minimum	36.00
Maximum	72.00
Sum	6,132.00
Count	148.00
Confidence Level (95.0%)	1.03

### **Result 3: Internships or Other Experiences Are Typically Required to Graduate From an NASPAA-Accredited MPA Program**

Public internships or prior public service experience is the sixth typical core requirement among NASPAA-accredited MPA programs. Sixty-one percent of institutions require an internship or prior experience as a graduation requirement. With a median and mode of 1, this is a typical requirement among institutions.

Table 6: Internship and Other Experience Requirements

Mean	0.61
Standard Error	0.04
Median	1.00
Mode	1.00
Standard Deviation	0.50
Sample Variance	0.25
Kurtosis	-1.53
Skewness	-0.28
Range	2.00
Minimum	0.00

Maximum	2.00
Sum	90.00
Count	148.00
Confidence Level (95.0%)	0.08

#### **Result 4: Research Projects Are Typically Required to Graduate From an NASPAA-Accredited MPA Program**

Over 65% of institutions in this research require a final research project (e.g., capstone, thesis, final research project, or portfolio) as part of the graduation requirements; thus, this study considers the final research project to be part of a typical required curriculum among NASPAA-accredited MPA programs.

Table 7: Final Research Project

Mean	0.69
Standard Error	0.04
Median	1.00
Mode	1.00
Standard Deviation	0.46
Sample Variance	0.22
Kurtosis	-1.34
Skewness	-0.83
Range	1.00
Minimum	0.00
Maximum	1.00

Sum	102.00
Count	148.00
Confidence Level (95.0%)	0.08

### **Result 5: Core Emergent Curricular Requirements Across programs Reflect the Current NASPAA MPA Accrediting Values**

This study addresses nine NASPAA curricular standards. The remaining, unaddressed curricular standards concern missions, values, faculty and administrative structure, and other accreditation standards outside the scope of this research. The first standard is the minimum credit hours needed to graduate from an NASPAA-accredited program of study. According to the current standards:

The normal expectation for students studying for professional degrees in public affairs, administration, and policy is equivalent to 36 to 48 semester credit hours of study. The intentions of this precondition are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. (NASPAA Commission on Peer Review and Accreditation, 2009)

The results indicate that the required credit hours needed to graduate vary from a minimum of 36 to a maximum of 72. Among the research population, the average credit hours required were 41.43 credit hours with a median of 40 and a mode of 42. The mode of 42 aligns with the midpoint of the NASPAA standard range of 36–48 semester credit hours. This research confirms that the core emergent curricular requirements reflect the current NASPAA MPA accrediting values and support the prior conclusions reached by

Breaux et al. (2003), where NASPAA accreditation standards significantly influence the curricular requirements of MPA programs of study.

The next set of standards involve Section 5.1 of the current NASPAA accreditation standards, which fall under the student learning goals established in Section 5:

As the basis for its curriculum, the program will adopt a set of required competencies related to its mission and public service values. The required competencies will include five domains: the ability

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically,
- solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry. (NASPAA Commission on Peer Review and Accreditation, 2009)

The results indicate that the 148 programs researched have created required courses and activities that directly satisfy five of the six required competency domains as defined by the current accreditation standards. This suggests that opportunities exist for better alignment between the standards and curricular requirements; however, this could be a limitation of the research scope and methodology rather than deficiencies among programs in meeting current NASPAA standards.

The first required competency is to “teach the skills needed to lead and manage in public governance” (NASPAA Commission on Peer Review and Accreditation, 2009). The results of

this study show that the 148 programs offered 155 required management courses. With a median and mode of 1, a plurality of programs in the research population requires at least one management course to graduate. It appears that NASPAA-accredited programs typically teach management skills to a degree concurrent with current NASPAA accreditation standards; however, this does not include leadership training.

Management and leadership are generally interchangeable. While both are necessary to be an effective administrator of people and programs, management typically focuses on the status quo and operational nature of work to get things done, while leadership typically focuses on creating changes that could conflict with the status quo in order to change the operational, motivational, or mission of the organization. Thus, management and leadership often require different tool sets to achieve their goals (Boin & Hart, 2003; Brooks, 2011; Fairholm, 2006; Maccoby, 2000). This study supports prior research (e.g., Fairholm, 2006) by criticizing MPA programs for not adequately teaching leadership skills, as the NASPAA accreditation standards do not mandate specific leadership courses. The standards only state that these skills must be taught within the total curriculum; therefore, it is possible that leadership is being taught in other courses without it being recognized in the course title and, thus, is not captured in this research.

The second required competency is to “provide opportunities for students to participate in and contribute to the policy process” (NASPAA Commission on Peer Review and Accreditation, 2009). Among the 148 programs, 60% of the programs researched required an internship unless there was adequate prior public service, which confirms that MPA programs typically provide opportunities for students to participate in and contribute to the policy process. In addition, there are other possibilities, such as a capstone, thesis, and final research project, where these opportunities could arise (65% of programs in this study require a final research project). Finally,

there is also an opportunity for programs to utilize other classes to participate in and contribute to the policy process. For example, Albany State University had no general leadership or management course within the specified categories; however, the program taught a course titled Organizational Theory, from which management and leadership skills development can be addressed. This represents a weakness in this research, whereby management and leadership skills can be taught at a higher rate than observed through my observation and classification of course names alone.

The third required competency is “to develop the skills necessary to analyze, synthesize, and think critically” (NASPAA Commission on Peer Review and Accreditation, 2009). Of the 148 programs in this study, two courses in research, evaluation, and/or data analysis are typically required per program. Within this research population, the mean, median, and mode all align at two courses per program, with a range of zero to a maximum of four courses in this area required for graduation. Therefore, it appears that the skills necessary to analyze, synthesize, and think critically are generally taught to a degree concurrent with current NASPAA accreditation standards within this research population. As previously stated, those programs without a required course in this area may be teaching these skills in other courses not captured by this research focus and methodology. For example, the University of Southern California is the only program that does not require a specific research, evaluation, and/or data analysis skills course; however, the program does have a course titled Economics for Policy, Planning, and Development. It is possible that this course teaches decision-making skills.

The fourth required competency is for students “to articulate and apply a public service perspective” (NASPAA Commission on Peer Review and Accreditation, 2009). Of the 148 programs researched, 65% require a final research project to graduate, and 12% require a

comprehensive exam. A final research project tests the ability of students to articulate and apply a public service perspective (Brown & Benson, 2005; Chew, 1996; Gupta & Wachter, 1998; McGraw & Weschler, 1999; Roberts & Pavlak, 2002; Rouhi, 1999). Combined, the research requirement and comprehensive exam are evidence that skills necessary for students to articulate and apply a public service perspective is typically required and tested in NASPAA-accredited programs.

The fifth required competency is “to communicate and interact productively with a diverse and changing workforce and citizenry” (NASPAA Commission on Peer Review and Accreditation, 2009). Using the observation and classification of course names alone, it appears that the required courses did not meet this standard. At the time of data collection, only Jacksonville State University offered a course with diversity as its titled focus, a three-credit course called Diversity in the Workplace. This does not mean that the goal of building student competency to communicate and interact productively with a diverse and changing workforce and citizenry is unmet among the research population. This result only indicates that this standard is uncaptured among the course names. For example, 70% of the programs researched require human resources/personnel management courses. These courses integrate diversity awareness, knowledge, and skill building into the course offering. Likewise, professional norms courses could also have diversity aspects built into courses. Therefore, an apparent deficiency within the course naming and classification does not indicate there is a true lack of diversity in skill building; it only indicates that the naming of the courses does not reflect the possibility of diversity training within the course.



Table 8: Comparing NASPAA Standards to the Required Core Emergent Curriculum in This Research

NSAPAA Core Standard	Research Results
Require 36–48 semester credit hours to graduate.	Programs typically require 40–42 credit hours for graduation.
Teach public leadership and management skills.	The required core curriculum typically include management courses, but not leadership courses.
Provide students opportunities to participate in the public policy process.	Internships are typically required unless the student has significant prior public service.
Build skills for students to analyze, synthesize, think critically, solve problems, and make decisions.	Two research, evaluation, and/or data analysis courses are typically required.
Help students articulate and apply a public-service perspective.	Programs typically require a final comprehensive research project and an internship to graduate.
Build student abilities to communicate and interact with a diverse and changing workforce and citizenry.	Diversity courses are not required, but diversity training may be included in other required courses.
Build competencies where students can apply their education through experiential exercises across a broad range of public affairs, administration, and policy	Programs typically require a final comprehensive research project to graduate.

professions and sectors.	
--------------------------	--

(NASPAA Commission on Peer Review and Accreditation, 2009).

## **Chapter 6: Conclusions and Recommendations**

The purpose of this research is not to critique programs or the NASPAA requirements; the purpose was to determine the characteristics of a typical required curriculum of an NASPAA-accredited MPA program. This research does not advocate specific curricular characteristics or individual requirements of various programs. This research recognizes and respects the responsibility of NASPAA and its accrediting arm, COPRA, in establishing accreditation standards and in the evaluation of programs against those standards. Another purpose of this research is to reflect the typical characteristics of the required core curricula in MPA programs that maintain accreditation in the implementation of those standards.

Given these results, the core requirements among NASPAA-accredited MPA programs are:

- A total credit requirement of 40–42 credit hours, including the credit hours for any internship, exit exam, or research project;
- Two required courses that teach research, evaluation, and data analysis skills;
- One required course that teaches the practice of public administration and/or public management;
- One required course that teaches methods of finance and budgeting;
- One course that teaches human resource or personnel management;
- One course that teaches an understanding of organization theory and behavior;
- An internship or significant prior public service experience; and
- A final research project.

In total, eight typical course requirements emerged among the 148 programs researched.

Assuming that each course, research requirement, and internship equated to three semester

credits, the typical core MPA curriculum is around 24 credit hours out of the 40–42 required for graduation.

This research indicated several unexpected results connected to what is not typically required. The first unexpected result is the lack of required courses explicitly focused on diversity; however, other courses may address diversity, such as human resources or professional development seminars that educate students on diversity. Other areas of focus that appear to be missing from the typical MPA required curriculum are specific courses about leadership, professional norms (e.g., law and ethics), the public policy process, and economics. There was also a lack of professional norms courses. Such courses teach students the ethical and legal limits of administrative power, authority, and behavior; and expectations that govern the field of public administration. Professional norms courses are fundamental to understanding the purpose, history, ideology, and work of public administration. Course titles in this area include Public Service Ethics; Administrative Leadership Ethics; Administrative Ethics; Administrative Law; Foundations of Ethical Administration; Democratic Values and Public Administration; Legal and Ethical Issues in Information Systems; Legal Context of Public Administration, Public Accountability, and Ethics; and Problems in Public Law. While about half of the MPA programs studied offer courses in this category, it is generally not a required course, as evidenced by the mode and median of 0 for this category. Interestingly, some programs require more than one course within this category, but most programs require none. For example, the University of North Carolina requires two separate normative courses: Public Administration Institutional Values and Law for Public Administration. Meanwhile, 75 of the 148 programs in this research require no normative courses.

While not a research question, I compared these results to the results of Cleary (1990). Overall, the mean credit hour requirement changed very little and decreased from 42.17 to 41.43 semester hours. The lowest credit hour requirement among institutions increased from a low of 24 credits (30 credits for preservice students) in 1989 to a lowest offering of 36 credits in 2013. It is important to note that 36 credit hours is also the current minimum number of credits allowed under current NASPAA accreditation standards (NASPAA Commission on Peer Review and Accreditation, 2009). Likewise, the most credit hours required by a single institution also increased from 64 semester hours in 1989 to 72 semester hours in this research. The percentage of programs requiring internships for all preservice students remained similar, with 63% of preservice programs requiring internships in 1989 versus 60.8% of programs in this research. The increase in credit hours appears to have increased core requirements between 1989 and today. In 1989, the average program required seven courses. Today, the average program requires at least eight courses, depending on the number of credit hours required for internships and final research projects.

The most commonly required courses found in this study are also similar to Cleary's (1990) research. All of the course types required by 50% or more of the programs researched by Cleary (1990) are still required, with the exception of policy analysis/policy making courses. Today, human resources/personnel management courses appear to have replaced policy analysis/policy making as a core requirement. The order of the list has also changed. In 1989, programs typically required public administration/administrative theory/administrative behavior courses (Cleary, 1990). In contrast, research, evaluation, and data analysis courses are now most common according to this study's results.

Table 9: How This Research Compares to Cleary's (1990) Results

	Cleary (1990)	This Research
Credit Hours Range	30–64 semester hours for preservice students  24–60 semester hours for in-service students	36–72 semester hours  This research did not collect data to differentiate in-service and preservice students
Credit Hours Mean	42.17 semester hours for preservice students  40.05 semester hours for in-service students	41.43 semester hours  This research did not collect data to differentiate in-service and preservice students
Percentage of Programs Requiring Internships for Preservice Students	63%	60.8%
Mean Number of Core Courses Required	7	8
Most Frequent to Least Frequent Core Requirements Taught by 50% or More Programs	<ol style="list-style-type: none"> <li>1. Public administration, administrative theory, or administrative behavior courses;</li> <li>2. Research methods/quantitative methods courses;</li> </ol>	<ol style="list-style-type: none"> <li>1. Research, evaluation, and data analysis courses;</li> <li>2. Practice of public administration and/or public management courses;</li> <li>3. Methods of finance and</li> </ol>

	3. Public finance, financial management, or governmental budgeting courses; 4. Policy analysis/policy-making courses; 5. Personnel administration or human resources management courses; 6. American politics or politics and administration courses.	budgeting courses; 4. Human resources/personnel management courses; 5. Organizational theory and behavior courses; 6. Internship or significant prior public service experience; and 7. A final research project.
--	--	---

This research did have some problems. I found and integrated Cleary's (1990) research relatively late in the research process. Had I discovered his research sooner, I would have used his research methods to replicate his classification system and determine the characteristics of today's NASPAA-accredited programs. I would have also determined how much the MPA requirements have changed since 1989. This research does provide a strong foundation going forward and is still useful to NASPAA accreditation and the required core emergent curriculum. This research builds on prior research and provides ample opportunity for additional research, including:

- Sampling this research population to conduct a pure qualitative analysis of several program course descriptions, not just course names, to better account for NASPAA competency requirements across programs;

- Replicating this research to validate the results and/or identify different themes that could better classify the data; and
- Replicating this research using Cleary's (1990) preexisting classification to better evaluate today's requirements directly against Cleary's results and conclusions longitudinally.



### References

- Accreditation Information for Students. (2013). *National Association of Schools of Public Affairs and Administration (NASPAA) Website*. Retrieved October 26, 2013 from <http://www.NASPAA.org/accreditation/ns/student.asp>
- Allan, G. (2003). A critique of using grounded theory as a research method. *Electronic Journal of Business Research Methods*, 2(1), 1-10.
- Azizi, A. "Public Administration Education: The Case of Macedonian Universities." *Procedia-Social and Behavioral Sciences* 47 (2012): 1436-1441.
- Behn, R. D. (1995). The big questions of public management. *Public administration review*, 313-324.
- Boin, A., & Hart, P. T. (2003). Public leadership in times of crisis: mission impossible? *Public Administration Review*, 63(5), 544-553.
- Bozeman, B. (1984). Dimensions of 'publicness': an approach to public organization theory. In Bozeman, Berry, and Strauss, Jeffrey, Eds. *New Directions in Public Administration*, Brooks/Cole, Monterey, California.
- Breaux, D. A., Clynch, E. J., & Morris, J. C. (2003). The Core Curriculum Content of NASPAA-Accredited Programs: Fundamentally Alike or Different? *Journal of Public Affairs Education*, 259-273.
- Brown, A. H., & Benson, B. (2005). Making sense of the capstone process: Reflections from the front line. *Education*, 125(4), 674.
- Calarusse, C., & Raffel, J. (2007, April). Transforming public affairs education through accreditation standards. In *Leading the Future of the Public Sector-The Third Transatlantic Dialogue conference*, May.

- Cartwright, P. (1994). Distance Learning: A Different time, and Different Place. *Change*, 26: 30-33.
- Chew, E. B. (1996). The Business Administration Capstone: Assessment and Integrative Learning. *Liberal Education*, 82(1), 44-49.
- Cleary, R. E. (1990). What do public administration masters programs look like? Do they do what is needed? *Public Administration Review*, 50(6), 663-73.
- Creswell, J. W. (1994). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., Plano Clark, V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed methods research designs. *Handbook of mixed methods in social and behavioral research*, 209-240.
- Comte, A. (1988). *Introduction to positive philosophy*. Hackett Publishing.
- Cooper, T. L. (2012). *The responsible administrator: An approach to ethics for the administrative role*. John Wiley & Sons.
- Cox, Raymond W. (1990). MPA as management education. *International Journal of Public Administration*, 13 (1 & 2), 1-20.
- Denhardt, Robert B. "The big questions of public administration education." *Public Administration Review* 61.5 (2001): 526-534.
- Denzin, Norman Kent & Lincoln, Yvonna Sessions (Eds.). (2005). *The handbook of qualitative research*. Sage.
- Eaton, Judith, S. (2012). An overview of U.S. accreditation. *Council for higher education accreditation*. Retrieved October 26, 2013 from <http://www.chea.org/pdf/Overview%20of%20US%20Accreditation%202012.pdf>

- Fairholm, M. R. (2006). Leadership Theory and Practice in the MPA Curriculum: Reasons and Methods. *Journal of Public Affairs Education*, 335-346.
- Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2004). *Program evaluation: Alternative approaches and practical guidelines*.
- Goss, R. P. (1996). A distinct public administration ethics? *Journal of Public Administration Research and Theory*, 6(4), 573-597.
- Graham, Allison. (1984). Public and private management: are they fundamentally alike in all unimportant respects? In Bozeman, Berry, and Strauss, Jeffrey, Eds. *New Directions in Public Administration*, Brooks/Cole, Monterey, California, 1984.
- Gupta, J. N. D., & Wachter, R. M. (1998). A capstone course in the information systems curriculum. *International Journal of Information Management*, 18(6), 427-441.
- Haque, A. (2001). GIS, Public Service, and the Issue of Democratic Governance. *Public Administration Review*, 61: 259-265.
- Heckscher, A. (1993). *Woodrow Wilson*. Free Press.
- Hu, G., Pan, W., & Wang, J. (2010). The distinctive lexicon and consensual conception of e-Government: an exploratory perspective. *International Review of Administrative Sciences*, 76(3), 577-597.
- Jurkiewicz, C. L., & Nichols, K. L. (2002). Ethics Education in the MPA Curriculum: What Difference Does It Make? *Journal of Public Affairs Education*, 103-114.
- Kettl, D. F. (1998). The future of public administration. *Journal of Public affairs education*, 5(2). 127-134.
- Kettl, D. F. (2001). The transformation of governance and Public affairs education. *Journal of Public affairs education*, 7 (4), 213 - 217.

- Kiel, L. D. (1993). Nonlinear Dynamical Analysis: Assessing Systems Concepts in a Government Agency. *Public Administration Review*, 53(2), 143-153.
- Kramer, K. L., & Northrup, A. (1989). Curriculum recommendations for public management education and computing: an update. *Public Administration Review*, 49 (5). 447-453.
- Lazenby, S. D. (2009). *City Management Theory and Practice: A Foundation for Educating the Next Generation of Local Government Administrators* (Doctoral dissertation, Portland State University).
- Levi, E. H. (1976). Some Aspects of Separation of Powers. *Columbia Law Review*, 371-391.
- Maccoby, M. (2000). Understanding the difference between management and leadership. *Research Technology Management*, 43(1), 57-59.
- McGaw, D., & Weschler, L. (1999). Romancing the capstone: The jewel of public value. *Journal of Public Affairs Education*, 89-105.
- Miles, Rufus. (1967) the search for identity of graduate schools of public affairs. *Public Administration Review*, 27. 343-356.
- NASPAA Announces Name Change (2013). *Network of Schools of Public Policy, Affairs, and Administration*. Retrieved December 8, 2013 from [http://www.NASPAA.org/principals/news/name\\_announcement.pdf](http://www.NASPAA.org/principals/news/name_announcement.pdf)
- NASPAA Commission on Peer Review and Accreditation. (2009). Accreditation standards for Master's degree programs. *NASPAA annual business meeting*, Arlington, VA. Retrieved October 20, 2013 from <http://www.NASPAA.org/accreditation/NS/document/NS2009FinalVote10.16.2009.pdf>

“NASPAA History” (2013). Network of Schools of Public Policy, Affairs, and Administration.

Retrieved December 8, 2013 from

[http://www.NASPAA.org/about\\_NASPAA/about/history.asp](http://www.NASPAA.org/about_NASPAA/about/history.asp)

National Association of Schools of Public Affairs and Administration. (2009). *National Association of Schools of Public Affairs and Administration (NASPAA) Website*.

Retrieved October 20, 2013 from <http://www.NASPAA.org/accreditation/NS/index.asp>

Neumann Jr, F. X. (1996). What makes public administration a Science? Or, Are Its" Big Questions" Really Big? *Public Administration Review*, 409-415.

Rahm, D., and Reed, B.J. (1998). Tangled webs in public administration: organizational issues in distance learning. *Public Administration and Management: An Interactive Journal*. 3(1) [http://www.hbg.psu.edu/faculty/Jrx11/].

Reinagel, T. P., & Gerlach, J. D. (2015). Internships as Academic Exercise: An Assessment of MPA Curriculum Models. *Journal of Public Affairs Education*, 21(1), 115-128.

Roberts, G. E., & Pavlak, T. (2002). Designing the MPA capstone course: A structured-flexibility approach. *Journal of Public Affairs Education*, 179-191.

Rosenbloom, D. H. (1983). Public administrative theory and the separation of powers. *Public Administration Review*, 219-227.

Rosser, C. (2014). Johann Caspar Bluntschli's Organic Theory of State and Public Administration. *Administrative Theory & Praxis (M.E. Sharpe)*, 36(1), 95-110.

Rouhi, A. M. (1999). A Capstone Experience, *Chemical & Engineering News*, 77(23): 44-47.

Sager, F., & Rutgers, M. (2014). Symposium prelude to public administration: essential early German and Dutch thinking on administration. *Administrative Theory & Praxis (M.E. Sharpe)*, 36(1), 25-30.

- Sandelowski, M. (2000). Focus on research methods-whatever happened to qualitative description? *Research in nursing and health*, 23(4), 334-340.
- Section on Public Administration Education Webpage. (2014). Retrieved October 20, 2013.  
<http://www.aspaonline.org/spae/index.html>
- Schuhmann, R. A., Cawley, R. M., Green, R. T., & Schenker, A. (2000). The MPA and distance education: a story as a tool of engagement. *Public Administration and Management: An Interactive Journal*, 5(4), 190-213.
- Simon, H. A. (1978). *Rational decision-making in business organizations* (No. 1978-1). Nobel Prize Committee.
- Simon, H. (2000). Public administration in today's world of organizations and markets. *PS: Political Science & Politics*, 33(04), 749-756.
- Spicer, M.W. (2004). Public administration, the history of ideas, and the reinventing government movement. *Public Administration Review*, 64, 353-362
- Steckler, A., McLeroy, K. R., Goodman, R. M., Bird, S. T., & McCormick, L. (1992). Toward integrating qualitative and quantitative methods: an introduction. *Health education quarterly*, 19(1), 1-8.
- White, S. (2004). Multicultural MPA curriculum: are we preparing culturally competent public administrators? *Journal of Public Affairs Education*, 111-123.
- Williams, D. W. (2003). The role of performance measurement in the public administration discipline: then and now. *Seventh national public management*
- Wilson, W. (1887). The study of administration. *Political Science Quarterly*, 2(2), pp. 197-222

## **Appendix**

### **Appendix A: Glossary of Terms and Abbreviations**

CGEPA - Council on Graduate Education for Public Administration. The original professional organization for public administration until the organization transformed into NASPAA in 1973.

COPRA – The Commission of Peer Review and Accreditation. This commission within NASPAA publishes standards, issues policy clarifications regarding accreditation, and serves as the clearinghouse for all NASPAA accreditation standards and activities.

MPA – Master of Public Administration Degree.

NASPAA – Network of Schools of Public Policy, Affairs, and Administration; the international association of colleges and university programs in public policy (MPP), public affairs (MPAff), and public administration (MPA). Also serves as the international accrediting body for associated programs of study at the bachelor, masters, and doctoral levels.

SPAЕ - Section on Public Administration Education. This section within NASPAA supports the continuing education of public administration educators and practitioners.



**Appendix B: Web Sources Utilized for Data Analysis**

*Albany State University Master of Public Administration Program Website. (June 14, 2014).*

*Last Retrieved June 14, 2014, from*

*[https://www.asurams.edu/c/document\\_library/get\\_file?uuid=fd8de0b2-113a-4b16-8a00-5307137c9c57&groupId=1682668](https://www.asurams.edu/c/document_library/get_file?uuid=fd8de0b2-113a-4b16-8a00-5307137c9c57&groupId=1682668)*

*Appalachian State University Master of Public Administration Program Website. (June 14,*

*2014). Last Retrieved June 14, 2014, from <http://mpa.appstate.edu/academics/academics>*

*Arizona State University Master of Public Administration Program Website. (June 14, 2014).*

*Last Retrieved June 14, 2014, from <http://spa.asu.edu/programs/masters/mpa/pos>*

*Arkansas State University Master of Public Administration Program Website. (June 14, 2014).*

*Last Retrieved June 14, 2014, from <http://www.astate.edu/dotAsset/2eb5df82-e9f8-4419-a1a2-4d052a251ee6.pdf>*

*Auburn University Master of Public Administration Program Website. (June 14, 2014). Last*

*Retrieved June 14, 2014, from <http://www.cla.auburn.edu/polisci/graduate-programs/mpa/curriculum/>*

*Auburn University at Montgomery Master of Public Administration Program Website. (June 14,*

*2014). Last Retrieved June 14, 2014, from <http://sciences.aum.edu/departments/political-science-and-public-administration/master-of-public-administration>*

*Baruch College/City University of New York Master of Public Administration Program Website.*

*(June 14, 2014). Last Retrieved June 14, 2014, from*

*<http://www.baruch.cuny.edu/spa/academics/graduatedegrees/mpa.php>*



*Binghamton University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://www.binghamton.edu/public-administration/academic-programs/mpa.html>

*Boise State University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://sspa.boisestate.edu/mpa/>

*Bowie State University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://www.bowiestate.edu/academics-research/departments/management-marketing-and-publi/programs/mpa-program/>

*Bridgewater State University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

[http://catalog.bridgew.edu/preview\\_program.php?catoid=7&pooid=1829&print](http://catalog.bridgew.edu/preview_program.php?catoid=7&pooid=1829&print)

*California State Polytechnic University, Pomona Master of Public Administration Program*

*Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.csupomona.edu/~mpa/curriculum.html>

*California State University, Bakersfield Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from <http://www.csudh.edu/catalog/2011-2013/PublicAdministration.shtml>

*California State University, Chico Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://catalog.csuchico.edu/viewer/pols/PADMNONEMP.html>

*California State University, Dominguez Hills Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

<http://mpaonline.csudh.edu/curriculum.aspx>

*California State University, Fresno Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.fresnostate.edu/socialsciences/polysci/documents/MPA%20Handbook.pdf>

*California State University, Fullerton Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

[http://www.fullerton.edu/catalogprevious/catalog2009-2011/academic\\_departments/publicadmin.asp](http://www.fullerton.edu/catalogprevious/catalog2009-2011/academic_departments/publicadmin.asp)

*California State University, Long Beach Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

[http://www.csulb.edu/divisions/aa/catalog/current/chhs/public\\_policy/ppa\\_mp01.html](http://www.csulb.edu/divisions/aa/catalog/current/chhs/public_policy/ppa_mp01.html)

*California State University, Los Angeles Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

[http://web.calstatela.edu/dept/pol\\_sci/MSPA%20Handbook%202013+%20\(1\).pdf](http://web.calstatela.edu/dept/pol_sci/MSPA%20Handbook%202013+%20(1).pdf)

*California State University, San Bernardino Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

<http://mpa.csusb.edu/MPArequirements/index.html>

*California State University, Stanislaus Master of Public Administration Program Website.* (June

14, 2014). Last Retrieved June 14, 2014, from

[http://catalog.csustan.edu/preview\\_program.php?catoid=15&poid=1851](http://catalog.csustan.edu/preview_program.php?catoid=15&poid=1851)

*Central Michigan University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<https://www.cmich.edu/colleges/chsbs/PoliticalScience/graduate/MPA/Requirements/Pages/Degree-Requirements.aspx>

*Cleveland State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://urban.csuohio.edu/academics/graduate/mpa/>

*College of Charleston Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://catalogs.cofc.edu/graduate/master-of-public-administration-course-descriptions.htm>

*DePaul University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://www.depaul.edu/university-catalog/degree-requirements/graduate/class/public-administration-mpa/Pages/degree-requirements.aspx>

*East Carolina University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://www.ecu.edu/polsci/mpa/core.html>

*Eastern Kentucky University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://mpa.eku.edu/degree-requirements>

*Florida Atlantic University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://www.fau.edu/spa/mpa/degree.php>

*Florida Gulf Coast University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://www.fgcu.edu/CAS/PAMPA/degreq.asp>

*Florida international University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

[http://catalog.fiu.edu/2013\\_2014/graduate/college-of-arts-and-sciences/public-administration.pdf](http://catalog.fiu.edu/2013_2014/graduate/college-of-arts-and-sciences/public-administration.pdf)

*Florida State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://www.askew.fsu.edu/prospective/mpa/degree requirements.html>

*George Mason University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://pia.gmu.edu/programs/la-mpa->

[puad/requirements/](http://pia.gmu.edu/programs/la-mpa-puad/requirements/)

*Georgia College and State University Master of Public Administration Program Website.* (June

14, 2014). Last Retrieved June 14, 2014, from

<http://www.gcsu.edu/gov/docs/mpahandbook.pdf>

*Georgia Regents University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://catalog.gru.edu/preview\\_program.php?catoid=16&poid=1083&hl=MPA&returnto=search](http://catalog.gru.edu/preview_program.php?catoid=16&poid=1083&hl=MPA&returnto=search)

*Georgia Southern University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://class.georgiasouthern.edu/ipns/mpa/curriculum/>

*Georgia State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://mpa.gsu.edu/>

*Governors State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://www.govst.edu/Academics/Colleges\\_and\\_Programs/College\\_of\\_Business\\_and\\_Public\\_Administration/Programs/Public\\_Administration/Master\\_of\\_Public\\_Administration\\_\(MPA\)/](http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Business_and_Public_Administration/Programs/Public_Administration/Master_of_Public_Administration_(MPA)/)



*Governors State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://www.govst.edu/Academics/Colleges\\_and\\_Programs/College\\_of\\_Business\\_and\\_Public\\_Administration/Programs/Public\\_Administration/Master\\_of\\_Public\\_Administration\\_\(MPA\)/](http://www.govst.edu/Academics/Colleges_and_Programs/College_of_Business_and_Public_Administration/Programs/Public_Administration/Master_of_Public_Administration_(MPA)/)

*Grambling State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://www.gram.edu/academics/majors/arts%20and%20sciences/departments/polisciencempa/curriculum.php>

*Grand Valley State University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://www.gram.edu/academics/majors/arts%20and%20sciences/departments/polisciencempa/curriculum.php>

*Jacksonville State University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from <http://www.jsu.edu/graduate/pdf/2013-14Bulletin.pdf>

*James Madison University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://www.jmu.edu/gradcatalog/13/pdf/PublicAdministration.pdf>

*John Jay College of Criminal Justice, CUNY Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.jmu.edu/gradcatalog/13/pdf/PublicAdministration.pdfhttp://www.jjay.cuny.edu/academics/4719.php>

*Kansas State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://www.k-state.edu/polisci/graduate-pa.html>

*Kean University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://www.kean.edu/~pubadmin/program.html>

*Kennesaw State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://mpa.hss.kennesaw.edu/programs/mpa/>

*Kent State University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <https://www.kent.edu/polisci/mpa/prospective-students/management.cfm>

*Kentucky State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://www.kysu.edu/academics/collegesAndSchools/collegeofprofessionalstudies/PASW/CJ/schoolOfPublicAdministration/RequirementsMPA.htm>

*Louisiana State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://business.lsu.edu/Public-Administration-Institute/mpa/Pages/MPA.aspx>

*Missouri State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://politicalscience.missouristate.edu/mpa/ProgramReq.asp>

*Morehead State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://irapp.moreheadstate.edu/mpa/>

*New Mexico State University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://deptofgov.nmsu.edu/academic-programs/mpa/mpa-requirements/>

*New York University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://wagner.nyu.edu/files/academics/2013-15WagnerBulletin.pdf>

*North Carolina State University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://spia.ncsu.edu/pa/current-students/mpa/documents/MPA%20Handbook%202013-14.pdf>

*Northeastern University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://www.northeastern.edu/mpa/curriculum/degree-requirements/>

*Northern Illinois University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from [http://www.niu.edu/pub\\_ad/audience/2013\\_14\\_Handbook.pdf](http://www.niu.edu/pub_ad/audience/2013_14_Handbook.pdf)

*Northern Kentucky University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://artscience.nku.edu/departments/psccj/programs/publicadministration/mpa/curriculum.html>

*Oakland University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <https://www.oakland.edu/Default.aspx?id=12700&sid=332&CWFriendlyUrl=true>

*Old Dominion University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://catalog.odu.edu/graduate/collegeofbusinessandpublicadministration/urbanstudiespublicadministration/#masterofpublicadministration>

*Portland State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://www.pdx.edu/hatfieldschool/master-of-public-administration>

*Rutgers University, Camden Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://dppa.camden.rutgers.edu/degrees/mpa/>

*Rutgers University, Newark Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://spaa.newark.rutgers.edu/mpa>

*Saint Louis University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <https://www.slu.edu/x12622.xml>

*San Diego State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://spa.sdsu.edu/index.php/academic\\_programs/pa\\_degree\\_requirements](http://spa.sdsu.edu/index.php/academic_programs/pa_degree_requirements)

*San Francisco State University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://www.sfsu.edu/~bulletin/current/programs/public.htm#385903>

*San Jose state University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<http://www.sjsu.edu/polisci/mpaprogram/degree requirements/>



*Savannah State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from [www.-savannahstate.-edu/-class/-departments--poli-  
-sci.-shtml](http://www.savannahstate.edu/class/departments/polisci.shtml)

*Seattle University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from

[http://catalog.seattleu.edu/preview\\_program.php?catoid=18&poid=3341](http://catalog.seattleu.edu/preview_program.php?catoid=18&poid=3341)

*Seton Hall University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://www.shu.edu/academics/artsci/mpa/curriculum.cfm>

*Southern Illinois University at Edwardsville Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

[http://www.siue.edu/artsandsciences/papa/pdf/MPA\\_Student\\_Handbook\\_April\\_2013.pdf](http://www.siue.edu/artsandsciences/papa/pdf/MPA_Student_Handbook_April_2013.pdf)

*Southern Illinois University, Carbondale Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

<http://cola.siu.edu/politicalscience/graduate/mpa/curriculum.php>

*Southern University and A&M College Master of Public Administration Program Website.* (June

14, 2014). Last Retrieved June 14, 2014, from

[http://www.subr.edu/assets/PublicPolicy/MPA/pdf/MPA\\_Handbook.pdf](http://www.subr.edu/assets/PublicPolicy/MPA/pdf/MPA_Handbook.pdf)

*State University of New York, the College at Brockport Master of Public Administration*

*Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

[http://www.brockport.edu/pubadmin/docs/pos\\_general.pdf](http://www.brockport.edu/pubadmin/docs/pos_general.pdf)

*Suffolk University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <https://www.suffolk.edu/business/graduate/13482.php>

*Syracuse University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from [http://www.maxwell.syr.edu/uploadedFiles/paia/2013-14%20handbook\\_FINAL.pdf](http://www.maxwell.syr.edu/uploadedFiles/paia/2013-14%20handbook_FINAL.pdf)

*Tennessee State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://www.tnstate.edu/cpsua/documents/programs/degreemap\\_PA\\_mpa\\_nocert.pdf](http://www.tnstate.edu/cpsua/documents/programs/degreemap_PA_mpa_nocert.pdf)

*Texas Southern University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://www.mpa.tsu.edu/files/2011/10/MPABrochure.pdf>

*Texas State University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from <http://mpa.polisci.txstate.edu/courses/degree-outline.html>

*Texas Tech University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from

<http://www.depts.ttu.edu/politicalscience/mpa/Documents/MPA%20Handbook%202013-2014.pdf>

*The George Washington University Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from [http://tspppa.gwu.edu/master-public-](http://tspppa.gwu.edu/master-public-administration-curriculum)

[administration-curriculum](http://tspppa.gwu.edu/master-public-administration-curriculum)

*The Ohio State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://glennschool.osu.edu/current/current\\_assets/Advising%20Sheet%20for%20M.P.A.%20\(Semesters\).pdf](http://glennschool.osu.edu/current/current_assets/Advising%20Sheet%20for%20M.P.A.%20(Semesters).pdf)

*The Pennsylvania State University at Harrisburg Master of Public Administration Program*

*Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

[https://harrisburg.psu.edu/programs/master-public-administration#The\\_Curriculum](https://harrisburg.psu.edu/programs/master-public-administration#The_Curriculum)

*The University of Alabama at Birmingham Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.uab.edu/cas/government/graduate-program/mpa-curriculum>

*The University of Arizona Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from [http://sgpp.arizona.edu/new-curriculum-starting-fall-](http://sgpp.arizona.edu/new-curriculum-starting-fall-2013)

[2013](http://sgpp.arizona.edu/new-curriculum-starting-fall-2013)

*The University of Georgia Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from [http://padp.uga.edu/degrees\\_programs/mpa\\_program/](http://padp.uga.edu/degrees_programs/mpa_program/)

*The University of Illinois at Chicago Master of Public Administration Program Website.* (June

14, 2014). Last Retrieved June 14, 2014, from <http://cuppa-pa.uic.edu/the->

[department/departments-information/prospective-students/mpa/degree-requirements/](http://cuppa-pa.uic.edu/the-department/departments-information/prospective-students/mpa/degree-requirements/)

*The University of Kansas Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://www.kupa.ku.edu/curriculum-career-track>

*The University of Memphis Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from [http://www.memphis.edu/padm/mpa\\_degree.htm](http://www.memphis.edu/padm/mpa_degree.htm)

*The University of New Mexico Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from [http://spa.unm.edu/mpa-graduate-](http://spa.unm.edu/mpa-graduate-program/curriculum/index.html)

[program/curriculum/index.html](http://spa.unm.edu/mpa-graduate-program/curriculum/index.html)

*The University of North Carolina at Chapel Hill Master of Public Administration Program*

*Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.mpa.unc.edu/requirements>

*The University of North Carolina at Charlotte Master of Public Administration Program*

*Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://mpa.uncc.edu/prospective-students/mpa-curriculum>

*The University of Tennessee at Chattanooga Master of Public Administration Program Website.*

(June 14, 2014). Last Retrieved June 14, 2014, from

[http://catalog.utc.edu/preview\\_program.php?catoid=11&poid=1558&hl=%22MPA%22&returnto=search](http://catalog.utc.edu/preview_program.php?catoid=11&poid=1558&hl=%22MPA%22&returnto=search)

*The University of Texas at Arlington (On-Campus Program) Master of Public Administration*

*Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.uta.edu/supa/graduate/mpa/mpa.php>

*The University of Texas at El Paso Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<https://academics.utep.edu/Default.aspx?tabid=55508>

*The University of Texas at San Antonio Master of Public Administration Program Website.* (June

14, 2014). Last Retrieved June 14, 2014, from

<http://utsa.edu/gcat/chapter6/COPP/padept.html>

*The University of Toledo Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

<https://www.utoledo.edu/lss/pspa/grad/masterspa/degreeeq.html>



The University of Utah *Master of Public Administration Program Website*. (June 14, 2014). Last

Retrieved June 14, 2014, from <http://mpa.utah.edu/core-courses.php>

*The University of Vermont Master of Public Administration Program Website*. (June 14,

2014). Last Retrieved June 14, 2014, from <http://www.uvm.edu/~mpa/>

*Troy University Master of Public Administration Program Website*. (June 14, 2014). Last

Retrieved June 14, 2014, from <http://trojan.troy.edu/catalogs/1314graduate/html/3G-cas.html#mpa-curriculum>

*University of Arkansas Little Rock Master of Public Administration Program Website*. (June 14,

2014). Last Retrieved June 14, 2014, from <http://ualr.edu/gradschool/files/2013/11/2013-2014-Graduate-Catalog1.pdf>

*University of Baltimore Master of Public Administration Program Website*. (June 14, 2014). Last

Retrieved June 14, 2014, from <http://www.ubalt.edu/cpa/graduate-programs-and-certificates/degree-programs/master-of-public-administration/degree-requirements.cfm>

*University of Central Florida Master of Public Administration Program Website*. (June 14,

2014). Last Retrieved June 14, 2014, from <http://www.2013-2014.graduatecatalog.ucf.edu/Programs/program.aspx?id=1368&program=Public%20Administration%20MPA>

*University of Colorado, Denver and University of Colorado, Colorado Springs Master of Public*

*Administration Program Website*. (June 14, 2014). Last Retrieved June 14, 2014, from <http://www.uccs.edu/Documents/spa/MPA/MPA%20Handbook%20January%202014.pdf>

*University of Connecticut Master of Public Administration Program Website*. (June 14, 2014).

Last Retrieved June 14, 2014, from <http://dpp.uconn.edu/academics/mpa/curriculum.html>

*University of Dayton Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from

[http://www.udayton.edu/artssciences/publicadministration\\_grad/curriculum.php#Core  
Courses](http://www.udayton.edu/artssciences/publicadministration_grad/curriculum.php#CoreCourses)

*University of Delaware Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from [http://www.sppa.udel.edu/content/mpa-program-  
curriculum](http://www.sppa.udel.edu/content/mpa-program-curriculum)

*University of Illinois at Springfield Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from <http://www.uis.edu/publicadministration/>

*University of Kentucky Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from [http://www.martin.uky.edu/pdf/MPA-MPP\\_handbook.pdf](http://www.martin.uky.edu/pdf/MPA-MPP_handbook.pdf)

*University of La Verne Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from [http://laverne.edu/catalog/program/mpa-master-of-public-  
administration/](http://laverne.edu/catalog/program/mpa-master-of-public-administration/)

*University of Louisville Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from [http://louisville.edu/graduatecatalog/programs/degree-  
programs/academic/ga/padmmpa/](http://louisville.edu/graduatecatalog/programs/degree-programs/academic/ga/padmmpa/)

*University of Missouri-Columbia Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<https://truman.missouri.edu/docs/MPAhandbook.pdf>

*University of Missouri-Kansas City Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from [http://bloch.umkc.edu/graduate-  
program/mpa/deg-requirements.aspx](http://bloch.umkc.edu/graduate-program/mpa/deg-requirements.aspx)

*University of Nebraska at Omaha Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://www.mpa.unomaha.edu/mpadegree.php>

*University of Nevada, Las Vegas Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://sepa.unlv.edu/programs/MPACourseCurriculum.html>

*University of New Orleans Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://poli.uno.edu/MPA/>

*University of North Carolina, Wilmington Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://uncw.edu/mpa/about/index.html>

*University of North Dakota Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://business.und.edu/academics/academic-programs/mpa/coursesandtracks.cfm>

*University of North Florida Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from [http://www.unf.edu/graduateschool/academics/programs/Public\\_Administration.aspx](http://www.unf.edu/graduateschool/academics/programs/Public_Administration.aspx)

*University of North Texas Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://pacs.unt.edu/public-administration/>

*University of Oregon Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://pppm.uoregon.edu/grad/mpa#Curriculum>

*University of Pittsburgh Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://www.bulletins.pitt.edu/graduate/gspiampa.htm>

*University of San Francisco Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from

[http://www.usfca.edu/management/graduate/MPA/MPA\\_Program\\_Details/](http://www.usfca.edu/management/graduate/MPA/MPA_Program_Details/)

*University of South Carolina Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://artsandsciences.sc.edu/poli/sites/sc.edu.poli/files/MPAhandbook12-13.pdf>

*University of South Florida Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://spa.usf.edu/graduate/mpa/>

*University of Southern California Master of Public Administration Program Website.* (June 14,

2014). Last Retrieved June 14, 2014, from

<http://priceschool.usc.edu/programs/masters/mpa/curriculum/#core>

*University of Washington Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://evans.uw.edu/degree-programs/mpa/degree-requirements>

*University of West Georgia Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from [http://www.westga.edu/polisci/index\\_5737.php](http://www.westga.edu/polisci/index_5737.php)

*Valdosta State University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://www.valdosta.edu/colleges/arts-sciences/public-administration/programs/mpa-program-requirements.php>

*Villanova University Master of Public Administration Program Website.* (June 14, 2014). Last

Retrieved June 14, 2014, from

<http://www1.villanova.edu/villanova/artsci/publicadmin/graduate/mpa.html>



*Virginia Commonwealth University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.wilder.vcu.edu/academic/pubadmin/index.html>

*Virginia Polytechnic Institute & State University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.cpap.vt.edu/degrees/masters>

*Wayne State University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <http://clasweb.clas.wayne.edu/MPA/AboutOurProgram>

*West Virginia University Master of Public Administration Program Website.* (June 14, 2014).

Last Retrieved June 14, 2014, from <http://publicadmin.wvu.edu/graduate/master-of-public-administration/program-requirements>

*Western Kentucky University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

[http://www.wku.edu/graduate/documents/catalog/grad\\_catalog.pdf](http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf)

*Western Michigan University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

<http://www.wmich.edu/spaa/docs/2008MPAHandbook.pdf>

*Wichita State University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from

[http://webs.wichita.edu/?u=HUGOWALL&p=/MPA/Degree\\_Requirements\\_Curriculum/](http://webs.wichita.edu/?u=HUGOWALL&p=/MPA/Degree_Requirements_Curriculum/)

*Wright State University Master of Public Administration Program Website.* (June 14, 2014). Last Retrieved June 14, 2014, from <https://liberal-arts.wright.edu/urban-affairs-and-geography/programs/public-administration/master-of-public-administration#tab=courses>

**Appendix C: Initial Data Collection and Emergent Categories, Part One**

Institutions	Minimum Credit Hours Required for Degree	Courses that Teach Research, Evaluation, and Data Analysis Skills	Courses that Teach Budgeting and Finance Skills	Courses that Teach Human Resources and Personnel Management Skills	Courses that Teach an understanding of organization theory and behavior	Courses that Teach Leadership and Change Skills and Theory	Courses that Teach the work and profession of Public Administration and/or Public Management	Courses that Teach The legal and/or ethical norms of behavior in Public Administration	Courses that Teach non-evaluative/non-analytical Public Policy Perspectives and Skills	Required Internships	Portfolio Requirement
Auburn University at Auburn	42	POLI 7000 Research Methods (3) AND POLI 7520 Program Evaluation	POLI 7140 Financial Administration	POLI 7150 Public Personnel Administration	POLI 7260 Organizational Theory (3)	POLI 7330 Seminar in Leadership (3)	POLI 7350 Seminar in Public Administration and POLI 7360 Seminar in Policy and Administration			Required for Students without prior experience	"Portfolio" Requirement
Auburn University at Montgomery	36	PUAD 6060: Introduction to Applied Research Design and Quantitative Analysis	PUAD 6040: Public and Nonprofit Budgeting	PUAD 6050: Human Resource Administration	PUAD 6030: Government Organization and Administration		PUAD 6010: Introduction to Public Administration AND PUAD 6080: Quantitative Decision Making	PUAD 6020: Public Service Ethics	PUAD 6070: Public Policymaking		

# TYPICAL MPA CURRICULUM

87

Jacksonville State University	39	PSC 502 Research Methods in Public Administration (3) AND PSC 501 The Analysis of Policy (3)	PSC 532 Public Finance Administration (3)	PSC 531 Public Personnel Administration (3)		PSC 504 Administrative Leadership and Ethics	PSC 500 Foundations of Public Administration (3)	PSC 504 Administrative Leadership and Ethics		PSC 597 Public Affairs Internship (3)	
The University of Alabama at Birmingham	39	(2 Class Requirements) MPA 606 Foundations of Public Administration Research AND MPA 607 Quantitative Methods for Public Administration	MPA 603 Public and Nonprofit Budgeting	MPA 604 Human Resource Management			MPA 602 Administrative Theory and Behavior	MPA 600 Administrative Ethics	MPA 601 Public Policymaking Process		
Arizona State University	42	PAF 501 Public Service Research I PAF 502 Public Service Research II	PAF 506 Public Budgeting and Finance	PAF 507 Public Human Resource Management	PAF 508 Organizational Behavior			PAF 503 Public Affairs	PAF 505 Public Policy Analysis		

# TYPICAL MPA CURRICULUM

88

The University of Arizona	42	PA 552: Managerial Statistics AND PA 505: Methods for Program Evaluation	PA 508: Public and Non-Profit Financial Management	PA 597H: Public and Nonprofit Human Resources Management	PA 501: Public Organizational Theory			PA 527: Leadership Ethics	PA 503: Politics and the Policy Process	Internship (3 credits/200 hours)	
Arkansas State University	36	POSC 6003 Techniques of Political & Public Administration Research	POSC 6553 Public Budgeting and Finance	POSC 6593 Seminar in Human Resource Management	POSC 6543 Administrative Behavior	POSC 6613 Administrative Leadership	POSC 6563 Seminar in Public Administration	POSC 6623 Administrative Ethics		POSC 6603 Internship in Public Administration (required twice)	
University of Arkansas Little Rock	39	PADM 7315 Methods in Public Administration AND PADM 7363 Public Policy Analysis	PADM 7323 Public Financial Administration	PADM 7313 Human Resource Management in the Public Sector	PADM 7303 Public Organization Theory		PADM 7373 Seminar in Public Administration				
California State Polytechnic University, Pomona	48	Quantitative Methods for Public Sector Issues AND Qualitative Analytic Methods in the	Public Fiscal Administration	Public Human Resources: Issues and Management			Theories of Public Administration and Democratic Governance	MPA 507 Administrative Law or MPA 506 Administrative Ethics	Public Policy Formulation and Evaluation		

# TYPICAL MPA CURRICULUM

89

		Public Sector AND Public Policy Formulation and Evaluation AND Integration of Theories, Methods and Practices in Public Administration (Capstone prep Course)									
California State University, Bakersfield	36	PUB 504. Quantitative Methods in Public Administration AND PUB 506. Administration and Public Policy Analysis	PUB 510. Public Financial Management	PUB 508. Seminar: Public Personnel and Labor Relations	PUB 500. Environment and Practice of Public Administration		PUB 501. Public Management	PUB 502. Administrative Theory and Behavior AND PUB 512. Foundations of Ethical Administration		Internship required for students without 2 years of supervisory experience	
California State University,	42	Seminar in Research Methods	Seminar in Administration of Public	Seminar in Public Personnel	Seminar in Organizational Theory in the	American Institutions and Public	(2 Classes Required) Public				

# TYPICAL MPA CURRICULUM

90

Chico			Financial Resources	Administration	Public Sector	Organizations	Administration and Democracy AND Seminar in Public Management				
California State University, Dominguez Hills	36	PUB 504 Quantitative Methods in Public Administration AND PUB 506 Administrative and Public Policy Analysis	PUB 510 Seminar: Public Financial Management	PUB 508 Seminar: Public Personnel and Labor Relations	PUB 502 Administrative Theory and Behavior		PUB 501 Public Management AND UB 500 Environment and Practice of Public Administration	PUB 512 Foundations of Ethical Administration			
California State University, Long Beach	39	PPA 696 Research Methods in Public Administration AND PPA 670 Policy Issue Analysis	PPA 555 Government Budgeting and Finance	PPA 577 Public Sector Human Resources Management	PPA 660 Seminar in Organization Theory and Behavior		PPA 500 Foundations of Public Policy and Administration			Completion of approved internship program (PPA 585) as required course work beyond the 39- unit minimum, or waiver of the internship	An approved Student Learning Portfolio

# TYPICAL MPA CURRICULUM

91

										requirement based on professional experience	
California State University, Los Angeles	48	POLS 580 Data Analysis for Public and Nonprofit Managers AND POLS 581 Policy Analysis for Public and Nonprofit Managers	POLS 574 Public Budgeting and Financial Management	POLS 573 Public Sector Human Resource Management	POLS 572 Public Sector Organization and Management		POLS 570 Public Administration as a Field of Practice			Required for students unless a waiver is granted for professional experience.	
California State University, San Bernardino	48	PA 603. Research Methods in Administration AND PA 680. Public Policy Analysis	(Two classes required) PA 615. Public Financial Management AND PA 663. Public Budgeting and Finance	PA 662. Human Resource Management in the Public Sector	PA 664. Management of Public Organizations		PA 611. Public Administration Theory and Practice		Administrative Regulation		
California State University, Stanislaus	42	PADM 5010 - Quantitative Analysis AND PADM 5015 -	(THREE Classes Required) PADM 5006 -	PADM 5110 - Public Personnel Administration	PADM 5100 - Organizational and Administrative		PADM 5000 - Administration of Public Affairs	PADM 5130 - Public Service Ethics			

# TYPICAL MPA CURRICULUM

92

		Public Policy Analysis	Public Finance AND PADM 5007 - State and Local Public Finance AND PADM 5200 - Public Agency Budgeting		Theory						
San Diego State University	36	605 Seminar in Research Methods in PA (3 units) OR PA 606 Seminar in Quantitative Approaches to PA AND PA 604 Methods of Analysis in Public and Urban Affairs	PA 650 Seminar in Public Financial Management	PA 630 Public Personnel Administration			PA 600 Scope of Public Administration AND PA 642 Seminar in Administrative Theory		A 660 Administration and Public Policy Development	Required if no other public management experience	
San Francisco State University	39	P A 705 Design and Consumption of Research AND P A 706 Applied Data					P A 700 Foundations of Governance and Management		P A 715 Policy Process and Civic Engagement	Required if not applicable experience in the field	



		Analysis									
San Jose State University	36	PADM 212 - Administrative Research Methods AND PADM 213 - Public Policy Analysis and Evaluation	PADM 218 - Public Budgeting				PADM 210 - Introduction to Public Administration AND PADM 214 - Introduction to Public Management				
University of La Verne	39	Quantitative Analysis for Public Management AND Policy Formation and Analysis	Management of Public Funds	Human Resource Management in Public Organizations	Organizational Theory	Integrative Ethical Leadership	Public Administration and Society	Integrative Ethical Leadership	Policy Formation and Analysis		
University of San Francisco	39	PA 670 - Quantitative Methods AND PA 680 - Program and Policy Evaluation (PA and HSA tracks) AND PA 632 - Policy	PA 623 - Economics and Finance for Public Managers AND PA 633 - Public Sector Budgeting	PA 636 - Human Resource Planning and Management	PA 613 - Management and Organization Theory	PA 620 - Leadership Ethics AND PA 644 - Strategic Planning and Implementation	PA 611 - Public Administration as a Field and Practice in Contemporary Society	PA 620 - Leadership Ethics			

# TYPICAL MPA CURRICULUM

94

		Analysis									
University of Southern California	40					Intersectoral Leadership (PPD 500)	Public Administration and Society (PPD 540)			Required for students with less than 2 years of professional experience	
University of Colorado, Denver and University of Colorado, Colorado Springs	36	Research and Analytic Methods			Organizational Management and Behavior	Ethics and Leadership	Introduction to Public Administration and Public Service	Ethics and Leadership	The Policy Process and Democracy	PAD 6910 Field Study in Public Administration Required of those students lacking significant public or nonprofit administrative experience.	
University of Connecticut	42	PP 5397 Quantitative Methods for Public Administration AND PP 5370 Applied Research Design AND	PP 5364 Public Finance and Budgeting	PP 5365 Human Resource Management	PP 5361 Theory of Public Organizations				PP 5340 Introduction to Public Policy	Yes,, but waiveable if two years of relevant professional experience by the completion of the MPA program	

		PP 5375 Analytic Tools for Public Problems AND PP 5342 Policy Analysis									
University of Delaware	42	Quantitative Analysis in Public & Nonprofit Sectors (3)	Financial Management in Public and Nonprofit Sectors (3)	Human Resources in Public and Nonprofit Org anizations (2)	AND Administrative & Employment Law (1)	Leading Organizations in Public and Nonprofit Sectors (3)	Seminar in Public Administration (3) AND Management Decision Making in Public and Nonprofit Sectors (3) AND Contemporary Issues in Public Administration (1)		Policy/Manage ment Brief (1)	Yes. Two classes but 3 credits. Internship Seminar (1) AND Internship Fieldwork (2)	
The George Washington University	40	Research Methods and Applied Statistics AND Policy	Public Budgeting, Revenue, and Expenditures			Leadership in Public Administration and Public Policy	Introduction to Public Service and Administration			Required - Practicum in Public Administration	

# TYPICAL MPA CURRICULUM

96

		Analysis									
Florida Atlantic University	42	Applied Methods I** AND EITHER Applied Methods II*** OR PAD 6706*** Program Review and Analysis***	Seminar in Public Budgeting Techniques OR Seminar in Public Financial Administration	Seminar in Public Personnel Administration OR Labor Relations in Government	Organizations and Administrative Behavior OR Organizational Change & Public Management		Introduction to Public Administration *	Administrative Ethics OR Democratic Values and Public Administration AND Administrative Law and Procedures OR Regulation	Public Administration and Public Policy OR Seminar in Administrative Policy Making		
Florida Gulf Coast University	42	PAD 6701 Data Analysis in Public Service (3) AND PAD 6708 Research Appl. in Public Admin. (3) AND PAD 6327 Sem. in Program Planning & Eval	PAD 6207 Public Budgeting (3)	PAD 6417 Public Personnel Administration (3)	PAD 6101 Organizational Theory & Behavior (3)		PAD 6060 Introduction to Public Administration (3)		PAD 6365 Public Policy (3)		
Florida International	42	PAD 6701 Quantitative	PAD 6227 Public Finance	PAD 6417 Human		PAD 6434 Leadership &	PAD 6053 Political,		PAD 6306 Policy	Students with less than three	

# TYPICAL MPA CURRICULUM

97

University		Applications AND PAD 6726 Applied Research Methods for Accountability in Public and Non-Profit Organizations AND PAD 6306 Policy Analysis & Program Planning	& the Budgetary Process	Resources Management & Policy		Decision Making	Social & Economic Context of Public Administration		Analysis & Program Planning	years of public service (public or non-profit sectors) may be required to complete a public service internship. (PAD 6946, Public Administration Internship)	
Florida State University	42	PAD 5700 Research Design in Public Administration AND PAD 5701 Quantitative Analysis in Public Administration	PAD 5227 Public Financial Management	PAD 5417 Human Resource Management	PAD 5106 Public Organizations		PAD 5050 The Profession of Public Administration		PAD 5035 Policy Development and Administration	Students who lack one year of full-time professional experience must take the internship class (PAD 5946) for an additional three (3) credit hours	
University of Central	42	PAD 6700 Research	PAD 6207 Public	PAD 6417 Human	PAD 6037 Public		PAD 6053 Public		PAD 6035 Public		

# TYPICAL MPA CURRICULUM

98

Florida		Methods for Public Administration (3 credit hours) AND PAD 6701 Analytic Techniques for Public Administration (3 credit hours)	Financial Management (3 credit hours) AND PAD 6227 Public Budgeting (3 credit hours)	Resource Management (3 credit hours)	Organization Management (3 credit hours)		Administrators in the Governance Process (3 credit hours) AND PAD 6335 Strategic Planning and Management (3 credit hours)		Administration in the Policy Process (3 credit hours)		
University of North Florida	42	Public Administration Research Methods AN D Program Evaluation	Government Budgeting and Finance	Human Resources for Public and Nonprofit Organizations	Administrative Behavior in Public Organizations		Public Administration in Modern Society	Ethics: Theory and Practice for Public Administrators		An internship is required for pre-service students entering the program.	
University of South Florida	45	Research Methods in Public Administration AND Quantitative Aids for Public Managers	Public Budgeting	Human Resources Management			Public Administration Theory and Practice	Ethics and Public Service		Pre-service students must complete a 6 credit hour supervised internship (PAD 6946: Internship in P.A.)	

# TYPICAL MPA CURRICULUM

99

		AND Policy Analysis									
Albany State University	42	PADM 5502 Research Design & Data Analysis	PADM 5301 Public Budgeting	PADM 5261 Public Personnel Administration	PADM 5125 Organizational Theory			PADM 5011 Public Administration : Scope, Dev. & Ethical Environment	PADM 5781 Intro to Public Policy	PADM 5851 Professional Public Service Internship/Project*	
Georgia College & State University	36	Quantitative Techniques AND Policy Making Implementation and Evaluation	Public Finance and Budgeting	Public Personnel Management			Public Administration and the Public Sector	Administrative Ethics AND Administrative Law for the Public Manager	Policy Making Implementation and Evaluation	Students who have not had full-time work experiences in the public sector will be classified as pre-service and will need to complete an internship, PUAD 6960 for the MPA degree	
Georgia Regents University	36	PADM 6600 - Quantitative Methods - Public Administration	PADM 6300 - Public Budgeting	PADM 6200 - Management of Human Resources	PADM 6100 - Public Organization Theory and Behavior		PADM 6000 - Survey of Public Administration	PADM 6050 - Constitutional and Administrative Law		An internship experience is required by the MPA program for those	

# TYPICAL MPA CURRICULUM

100

		AND PADM 6750 - Public Program Evaluation AND PADM 6650 - Public Policy Analysis								students who lack a significant professional work background.	
Georgia Southern University	39	PBAD 7530 Research Methods for Public Serving Organizations AND PBAD 7531 Public Program Evaluation	PBAD 7230 Budgetin g in Public Serving Organizations	PBAD 7430 Public Human Resource Management			PBAD 7631 Foundati ons of Public Administration AND PBAD 7134 Public and Nonprofit Sector Management	PBAD 7130 Ethics for Public Serving Organizations		The internship is required of all pre-service students.	
Georgia State University	39	PMAP 8121 Applied Research Methods and Statistics I PMAP 8131 Applied Research Methods and Statistics II	PMAP 8161 Public Budgeting and Finance**		PMAP 8431 Leadership and Organizational Behavior	PMAP 8431 Leadership and Organizational Behavior	PMAP 8171 Public Management Systems and Strategies	PMAP 8111 Public Service and Democracy* AND PMAP 8411 Law for Public and Nonprofit Managers***		PMAP 8941 Internship	



# TYPICAL MPA CURRICULUM

101

Kennesaw State University	36	Research Methods & Computer Applications AND either Policy Analysis in Public Service or Program Evaluation	Public Service Budgeting	Human Resource Management	Public Organization Theory		Fundamentals of Public Administration and Public Service	Legal and Ethical Issues in Information Systems		Required	
Savannah State University	36	PADM 6839 Statistical Applications for Public Administrators AND PADM 6840 Research Methods in Public Administration	PADM 6834 Public Budgeting and Finance	PADM 6833 Management of Human Resources in the Public Sector	PADM 6832 Organizational Theory and Behavior		PADM 6830 History, Scope, and Practice of Public Administration			Public Service Internship	
The University of Georgia	41	PADP 7110 Research Methods in Public Administration AND PADP	PADP 6930 Public Financial Administration		PADP 6960 Organizational Theory		PADP 6910 Public Administration and Democracy AND PADP		PADP 6950 Economic Foundations of Policy Analysis	Before graduating, the student must complete a public service internship and	

# TYPICAL MPA CURRICULUM

102

		7120 Data Applications in Public Administration AND PADP 6950 Economic Foundations of Policy Analysis					6920 Public Personnel Administration			submit a paper on the experience	
University of West Georgia	36	POLS 6202 - Research Methods for Public Administration AND POLS 6204 - Public Policy and Evaluation Analysis	POLS 6200 - Public Budgeting	POLS 6206 - Public Personnel Administration	POLS 6203 - Theories of Public Organization		POLS 6201 - Theory of Public Administration	POLS 6205 - Administrative Law & Procedures		Internship or Professional Experience Required	
Valdosta State University	36	Quantitative Methods for PA AND Performance Analysis	Governmental Budgeting & Finance	Human Resource Management	Organizational Theory & Behavior			Foundation Seminar in PA		Internship in PA	
Boise State University	39	Three of the following: PUBADM	PUBADM 504 Public Budgeting and	PUBADM 505 Public Personnel	PUBADM 502 Organizational Theory		PUBADM 500 Administration in the Public		PUBADM 501 Public Policy Process	Required Internship except for	

## TYPICAL MPA CURRICULUM

		533: Research Design and Measurement (1 credit) AND/OR PUBADM 534: Descriptive Statistics (1- credit) AND/OR PUBADM 535: Inferential Statistics (1- credit) AND/OR PUBADM 536: Introduction to Survey Research (1- credit) AND/OR PUBADM 537: Advanced Statistical	Financial Administration	Administration		
--	--	---	-----------------------------	----------------	--	--

	Sector			students with "substantive administrative experience in the public or nonprofit sector"	
--	--------	--	--	---	--

		Techniques (1-credit)									
DePaul University	52	MPS 586 Research Methods I, Introduction to Applied Research and Statistics AND MPS 587 Research Methods II, Advanced Applied Research and Statistics AND MPS 501 Cross Sector Analysis AND MPS 542 Policy Design and Analysis (pre-requisites: MPS 501 & MPS 514)	MPS 514 Government Financial Administration	MPS 522 Human Resource Management			MPS 593 INTEGRATIVE SEMINAR	MPS 500 Introduction to Public Service Management	MPS 542 Policy Design and Analysis (pre-requisites: MPS 501 & MPS 514)	Pre-service students must complete MPS 601 Internship or MPS 610 International Internship consisting of 200 hours at an approved site	
Governors State	45	PADM 7700 Data Analysis	PADM 7500 Seminar in	PADM 7300 Seminar in	PADM 7400 Public		PADM 7100 Political and	PADM 8200 Ethics for	PADM 8400 Seminar in		

# TYPICAL MPA CURRICULUM

105

University		for Public and Nonprofit Administration (3)	Public Budgeting (3) AND PADM 8300 Public Finance (3)	Public Human Resource Administration (3)	Organizational Theory and Behavior (3)		Legal Frameworks for Public Administration	Public Administrators (3)	Strategic Public Planning (3)		
Northern Illinois University	39	PSPA 608 - Public Service Performance II: Management and Data Analysis	PSPA 610 - Public Budgeting and Financial Management AND PSPA 611 - Public Revenue Analysis and Financial Management	PSPA 609 - Human Resources Management in Public Service Organizations	PSPA 605 - Organization Theory and Behavior		PSPA 607 - Public Service Performance I: Theory and Management	PSPA 600 - Scope and Dynamics of Public Administration			
Southern Illinois University at Edwardsville	39	PAPA 420- Quantitative Analysis	PAPA 530- Public Budgeting:	PAPA 540- Public Personnel Administration :	PAPA 501- Public Organizations:			PAPA 500- Proseminar in Public Administration	PAPA 550- Public Policy:	Recommended , not required	
Southern Illinois University, Carbondale	43	POLS 503B Data Preparation and Management AND POLS 544 Program	POLS 542 Public Budgeting and Fiscal Management:	POLS 543 Human Resource Management:	POLS 545 Organizational Theory and Behavior:		POLS 540 Seminar in Public Management AND POLS 594 Professional			POLS 595 Internship in Public Affairs:	

		Analysis and Evaluation:					Seminar in Public Administration				
The University of Illinois at Chicago	52	PA 407: Data Analysis for Public Administration AND PA 506: Policy Development and Analysis for Public Administrators	PA 504: Budgeting for Public Management	PA 503: Public Personnel Management			PA 400: Public Administration Theory	PA 502: Legal Context of Public Administration	PA 506: Policy Development and Analysis for Public Administrators	Optional	
University of Illinois at Springfield	40	PAD 503- Analytical Tools	PAD 504- Budget and Finance	PAD 505- Human Resource Management	PAD 502- Organization Dynamics		PAD 501- Introduction to the Profession				
Kansas State University	42	Research Methods in Political Science AND Policy Analysis and Evaluation	Public Budgeting Techniques	Public Personnel Administration	Public Organizational Theory					Pre-service students are required to complete an internship (POLSC 897)	
The University of Kansas	43	PUAD 836 Introduction to Quantitative Methods AND	PUAD 835 Financing Public Services	PUAD 834 Human Resource Management	PUAD 845 Organizational Analysis and Public		PUAD 841 Role & Context of PA	PUAD 842 Law and Public Management	PUAD Policy course (824 or 825 or 826 or 827 or 828)	Required for students with no professional	

# TYPICAL MPA CURRICULUM

107

		PUAD 853 Policy Analysis and Program Evaluation			Management					experience	
Wichita State University	39	Research Methods in Public Administration AND Quantitative Methods for Public Sector Professionals	State and Local Government Finance	Public Management of Human Resources	Public Sector Organizational Theory and Behavior						
Eastern Kentucky University	39	POL 800: Research Methods AND POL 879: Policy Analysis and Program Evaluation	POL 877: Public Finance Administration	POL 876: Public Human Resources Management	POL 875: Public Sector Organizations and Management	POL 874: Public Sector Leadership		POL 801: Administration , Ethics, and Public Policy AND POL 765: Administrative Law		Internship or research project	
Kentucky State University	42	PUA 501 Quantitative Methods AND PUA 503 Research Methods and	PUA 607 Budgeting in Government Agencies	PUA 506 Human Resource Management in the Public Sector	PUA 504 Organization Theory		PUA 500 Perspectives on Public Administration			Internship required	



# TYPICAL MPA CURRICULUM

108

		Policy Analysis									
Morehead State University	40	PA 605 Epistemology & Research Methodology	PA 625 Public Budgeting and Finance			PA 635 Organizational Theory	PA 620 Bureaucracy and Public Management AND PA 640 Theoretical Foundations of Public Administration	PA 610 Public and Administrative Law		PA 690 Public Administration Internship	
Northern Kentucky University	39	Research methods and public ministration AND Data analysis AND Public policy analysis	Budgeting techniques and applications	Human resource management	Organizational behavior and theory		Foundations of public ministration	Administrative law			
University of Kentucky	42	Quantitative methods of research AND Public program evaluation AND Decision analysis	Public financial management AND Public funds management		Public organization theory and behavior	Strategic planning and organization change in the public and nonprofit sectors		Ethics and public policy	The policy process		
University of	42	Statistics for					Foundations of			Internship or	

# TYPICAL MPA CURRICULUM

109

Louisville		public affairs					public administration			thesis required	
Western Kentucky University	39	Methods of political inquiry AND Seminar in public policy analysis OR Public policy evaluation	Government financial administration	Public personnel administration	Seminar and public sector organizations			Ethics and bureaucracy		required of all students unless awarded credit based on previous professional experience	
Grambling State University	45	Quantitative and qualitative research methods in public administration AND Policy formation implementatio n and evaluation	Public budgeting financial	Public personnel administration		Ethics and leadership in public administration	Principles of public administration	Ethics and leadership in public administration	Policy formation implementatio n and evaluation	Administrative internship	
Louisiana State University	42	Statistical methods for public administration AND Seminar in program evaluation	Public finance AND Financial management for governments AND Seminar	Seminar and public personnel administration	Organizational analysis		Seminar in public administration			Public administration internship AND public administration practicum AND public	Portfolio

# TYPICAL MPA CURRICULUM

110

			in public budgeting							administration colloquium	
Southern University and A&M College	48	Statistics AND Research methods	Public finance	Human resource management	Organizational theory		Managerial economics AND Principles of Public Administration	Ethics and public policy		Required unless professional experience	
University of New Orleans	42	Research methods AND Public policy analysis and program evaluation	Public budgeting	Human resource administration in the public sector	Administrative behavior		The profession of public and ministration	Law and ethics in public administration			
Bowie State University	52	Qualitative research AND Management statistics AND Evaluation research	Public budgeting AND Public finance	Human resource management	Organizational behavior	Organizational development	Concepts of public administration			None	
University of Baltimore	42	Statistical applications in public administration AND Analytical techniques in public	Public budgeting and fiscal administration	Public personnel and human resource management	Public organization theory			Legal and ethical environment of public administration	Problem- solving seminar in public administration	Required	

# TYPICAL MPA CURRICULUM

111

		demonstration AND Public program evaluation									
Bridgewater State University	45	Introduction to research in public administration AND Program evaluation and policy analysis	Public finance	Public personnel	Organizational theory and behavior for public and nonprofit institutions		Foundations of public administration	Legislative- executive relations OR Administrative Law		Required for students with no professional experience	
Northeastern University	42	Quantitative techniques AND Techniques of policy analysis	Budgeting and financial management	Public personnel administration	Organizational theory and management	Institutional leadership in the public manager				Required unless currently employed in public affairs	
Suffolk University	42	Quantitative analysis	Managing financial resources	Public-service human resource management		Organizational change AND leadership strategies for an interconnected world	Foundations of public service and administration			Required unless prior or current public demonstration experience	
Central Michigan University	36	Research and public and ministration in political science AND	Public budgeting and finance	Public personnel administration practice	Organization theory and public administration		Foundations of public administration		American public policymaking	Required unless previous or current in- service	

# TYPICAL MPA CURRICULUM

112

		Program analysis and evaluation								experience	
Grand Valley State University	39	Research methods		Human resources in organizations	Organization theory		Foundations of public management			Required for pre-career students	
Oakland University	40	Quantitative methods in public administration AND Program and policy evaluation	Public budgeting and finance	Human resources management in the public sector			Foundations of public administration			Capstone Or internship required	
Wayne State University	39	Statistics and data analysis AND Research methods in policy and politics AND Program evaluation AND Policy analysis for public administration	Public budgeting and finance	Public personnel management	Organizational theory and behavior		Managing public organizations and programs		Policy formation and implementation		
Western Michigan	39	Analytical methods AND			Organization theory and			Historical and legal			

University		quantitative data analysis			behavior			foundation of American public administration			
Missouri State University	39	Quantitative methods of political science and public policy AND Policy analysis	Financial management for state and local government	Public personnel management	Management techniques and organizational behavior	Ethics and leadership in the public sector	Seminar in public administration	Ethics and leadership in the public sector		Required for students without in-service experience	
Saint Louis University	36	Research methods	Introduction to public sector budgeting			Organizational theory and behavior	Issues in public administration	Administrative law		Required for non-in-service students	
University of Missouri-Columbia	45	Research methods and inquiry in public affairs I AND research methods and inquiry in public affairs II	Strategic management of public service organizations: people information and money	Strategic management of public service organizations: people information and money		Organizational dynamics and leadership	Collaborative governance	Ethics democracy and public service	Public policy processes and strategies	Internship required except for pre-service candidates	
University of Missouri-Kansas City	36	Research methods in public administration AND Public	Financial accountability and policy development			Leadership for public service	Economic policy and managerial control			Required for students without professional service	

# TYPICAL MPA CURRICULUM

114

		policy development and analysis									
University of Nebraska at Omaha	39	Research methods AND Policy evaluation OR advanced management analysis OR policy analysis			Seminar in organization theory and behavior		Organizational development OR strategic planning and management				
University of Nevada, Las Vegas	36	Quantitative methods AND Research design AND Policy analysis and program evaluation	Seminar in fiscal administration	Seminar in personnel management	Organization theory		Principles of public administration			Required for students without prior experience	
Kean University	48	Analytical methods for public management AND Quantitative methods for public management	Fiscal policy processes in metropolitan areas AND Public Budgeting and financial management				Public policy, politics, and public management	Public law and governmental institutions		Required for all students without relevant job experience in public administration	
Rutgers	42	Research	Introduction to				Public	Law and			

University, Camden		methods AND Foundations of policy analysis	Public budgeting and finance				management	public policy			
Rutgers University, Newark	42	Analytical methods AND Research design	Financial budgeting systems	Human resources administration		Strategic Planning	Introduction the public administration AND Managing public organizations	Administrative ethics			
Seton Hall University	39	Research methods and statistical analysis	Financial management and control	Managing human resources and public service organizations			Managerial decision- making				
New Mexico State University	42	Research methods in government AND Public policy analysis	Public budgeting	Public sector human resource management	Government organizations			Ethics in government		Thesis or internship required	
The University of New Mexico	42	Research methods for public managers AND Program evaluation	Public budgeting	Human resources management in the public sector	Institutional development and behavior		Public management and policy				
Baruch College/City	42	Research and analysis I	Budgeting and financial				Introduction to public affairs			Required for students	



# TYPICAL MPA CURRICULUM

116

University of New York		AND research and analysis II	analysis I				AND Public and nonprofit management I			without adequate public administration experience	
Binghamton University	42	Research design and methods				Evidence-based decision-making	Foundations of public service AND Managing people and organizations				
John Jay College of Criminal Justice, CUNY	42	Research methods in public administration plus one acceptable elective AND Policy analysis	Public sector financial management	Human resources management	Organizational theory and management		Public administration				
New York University	60	Statistical methods for public, nonprofit, and health management	Financial management for public, nonprofit, and health organizations				Managing public service organizations		Introduction the public policy		
State University of New York,	42	Statistics for managers AND	Financial management	Human resource management	Organizational behavior						Portfolio required

# TYPICAL MPA CURRICULUM

117

The College at Brockport		Research and program evaluation									
Syracuse University	40	Introduction to statistics AND Quantitative analysis	Public budgeting		Public organizations and management	Executive leadership and policy politics	Public affairs colloquium AND Public administration and democracy				
Appalachian State University	42	Research methods AND Capstone research (Capstone Prep Course) AND Public policy analysis and program evaluation	Budgeting and physical administration	Public personnel administration	Organization theory and design		Seminar in public administration				
East Carolina University	45	Quantitative methods for public administration Analysis for the public sector AND Applied policy analysis and	Public budgeting and finance	Human resource management in public agencies		Leadership and ethics in public sector	Leadership and ethics in the public sector	Public policy formulation and implementation			

# TYPICAL MPA CURRICULUM

118

		program evaluation									
North Carolina State University	40	Research methods and analysis AND Public policy analysis	Budgetary process		Public organization behavior		Management systems	Ethics and professional practice		Required for students without experience	
The University of North Carolina at Chapel Hill	44	Public administration analysis and evaluation I AND public administration analysis and evaluation II	Governmental budgeting and finance	Human resource management	Organization theory	Public service leadership		Public administration institutions and values AND Law for public administration		Required for students without prior experience	
The University of North Carolina at Charlotte	39	Quantitative research methods in public administration AND Data analysis in decision- making		Human resource management	Public organizations and management		Foundation in public administration				
University of North Carolina, Wilmington	42	Quantitative methods AND Policy analysis	Public budgeting and finance administration	Public human resource development and			Managing public and nonprofit organizations			Required if no prior experience	

# TYPICAL MPA CURRICULUM

119

				administration							
University of North Dakota	36	Research methods AND Independent study AND Political and policy analysis					Seminar in public administration			Required for students without at least one year of administrative experience	
Cleveland State University	42	Applied quantitative reasoning I	Finance and economics	Public human resource management			Introduction to public administration				
Kent State University	36	Methods in public administration AND Program evaluation	Public budgeting and financial management	Personnel management		Strategic planning	Graduate introduction to public administration AND Seminar in public administration	Personal accountability in the public service		Required for all students without public administration experience	
The Ohio State University	52	Public affairs statistics AND Public affairs program evaluation	Public budgeting and finance	Managing human resources and public organizations			Managing public sector organizations	Legal environment of public organizations	Public policy formulation and implementation		
The University of Toledo	36	Research methods in political science and public	Budgeting and finance administration	Public personnel administration	Public organization theory		Pro-seminar in public administration		Seminar in public policy theory and analysis	Internship required for students without prior or current	

# TYPICAL MPA CURRICULUM

120

		administration AND Program evaluation AND Seminar in public policy theory and analysis								relevant experience	
University of Dayton	39	Quantitative methods in public administration AND applied research techniques	Physical administration	Public sector human resource management	Organization theory		Introduction to public administration	Ethics and public administration	Introduction the public policy		
Wright State University	36	Quantitative analysis AND Research methods AND Strategic planning and program evaluation	Public budgeting and fiscal management	Managing human resources	Organization theory and management behavior		Foundations and tools of public administration			Required for students without prior experience	
Portland State University	60	Analytic methods in public administration I AND analytic	Public budgeting AND Financial management in the public	Human resource management in the public sector			Public Administration AND Administrative there he and behavior	Administrative ethics and values AND Administrative law	Public policy origins and processes	Required for students without prior experience	

		methods in public ministration II	sector								
University of Oregon	72	Quantitative methods AND Research methods in public policy and management AND Public policy analysis	Public and nonprofit financial management AND Public budget administration				Public management AND Public Sector Theory			Required for students without prior experience	
The Pennsylvania State University at Harrisburg	36	Research methods	Government fiscal decision- making	Human resources in the public and nonprofit sector	Organizational behavior		Public organization and management			Required for students without relevant professional experience	
University of Pittsburgh	48	Quantitative methods AND Program Evaluation AND Public policy analysis	Financial management				Administration of public affairs			Required unless sufficient prior professional experience	
Villanova University	36	Analysis and research I AND analysis and research II	Financial management	Public personnel management	Organization theory		Public administration theory				

# TYPICAL MPA CURRICULUM

122

College of Charleston	39	Research and quantitative methods for public demonstration	Managing financial resources	Managing human resources			Managing public organizations	Public-service roles and responsibilities	Public policy	Required unless prior professional experience	
University of South Carolina	39	Public data analysis	Financial administration	Personnel administration			Perspectives on public administration	Public accountability and ethics	Public policy process	Mandatory for all students unless specifically exempted for prior work experience	
Tennessee State University	42	Research methods in public administration AND Statistics for public administrators AND Public policy analysis	Public budgeting and finance	Seminar in personnel management	Seminar in organization theory		Seminar in public administration			Internship required unless prior experience	Portfolio Required
The University of Memphis	39	Research methods AND Seminar in policy analysis	Public budgeting and finance	Public human resources	Intra-agency collaboration		Administrative theory				
The University of Tennessee at Chattanooga	36	Public administration research and	Budgeting and finance and public	Human resource management	Organizational theory and administrative		Public administration		Public policy	Internship required unless prior	

# TYPICAL MPA CURRICULUM

123

		analysis I AND Public administration research and analysis II	agencies	and public agencies	behavior					experience	
Texas Southern University	36	Research methods in public administration AND quantitative methods I AND quantitative methods II	Government budgeting and financial management	Public personnel administration: theory and practice	Seminars and organizational theory		Public administration theory and practice				
Texas State University	36	Problems and quantitative analysis AND problems in research methodology	Public finance administration	Problems and Public personnel administration	Organization theory			Public management and ethics AND Problems in public law	Introduction to public policy and administration		
Texas Tech University	39	Research methods and program evaluation AND Quantitative analysis for	Public budgeting	Public personnel administration	Organization theory				Public policy theory and process	Required unless prior professional experience	



# TYPICAL MPA CURRICULUM

124

		public administrators									
The University of Texas at Arlington (On-Campus)	42	Foundations of Urban Research and Analysis AND Evaluation Research	Public Budgeting AND Financial Management in the Public and Non-Profit Sectors	Public Human Resources	Intergovernmental Relations AND Public Organization Theory		Public Administration	Ethics in the Public Service		Required unless 1 year of prior PA experience	
The University of Texas at El Paso	43	Introduction to research methods AND Applied statistics for public administrators AND Policy analysis and decision-making	Public budgeting and financial management	Human resources management	Organizational theory and behavior		Introduction to public administration		Public policy process and institutions	Required except for students with prior experience	
The University of Texas at San Antonio	40	Research design and methods AND Applied research I AND applied research II	Public budgeting and finance		Theories of public organizations	Leadership and communication skills development seminar	Introduction to Public service leadership and management		Public policy process		

# TYPICAL MPA CURRICULUM

125

University of North Texas	36	Administrative research methods I AND administrative research methods II	Managing financial resources	Managing human resources		Leading and managing public organizations	Public administration and society				
The University of Utah	42	Research design	Public budgeting and finance	Human resource management	Nonprofit and nongovernmental organizations		Administrative theory	Seminar in public and ministration ethics AND Public administration and law		Required for students with less than one year of public demonstration experience	
The University of Vermont	36	Research and evaluation	Public and nonprofit financial resource management			Organizational theory and behavior	Foundations of public administration			Internship required	
George Mason University	36	Problem solving and data analysis I			Organizational theory and management behavior		Administration and public and nonprofit organizations	Ethics and public administration	Public policy process		
James Madison University	42	Research design for policy evaluation AND Program	Public budgeting	Seminar in Public personnel administration	Public organizational behavior		Foundations of public administration			Internship required	

# TYPICAL MPA CURRICULUM

126

		evaluation in public ministration AND Policy analysis									
Old Dominion University	39	Research methods in public administration	Public budgeting and financial management AND Urban Resource Allocation				Administrative theory I: the context of public administration AND Administrative theory II: the process of public administration	Legal and ethical foundations of public administration		Internship required for students without prior significant public or nonprofit experience	
Virginia Commonwealth University	36	Research methods in public administration AND Quantitative methods for public administration AND Public policy analysis	Financial management government	Public human resource management			Principles of public administration AND Public Administration theory			Required for students without prior experience	

# TYPICAL MPA CURRICULUM

127

Virginia Polytechnic Institute & State University	36	Public policy processes and analytical approaches AND Design, implementation, and evaluation of public policy programs	Public budgeting process and their policy implications			Public administration and policy inquiry	Concepts and approaches in public administration AND Governmental administration I: behavioral skill for managers AND governmental administration II: system skills for managers	Normative foundations of public administration	Design, implementation, and evaluation of public policy programs		Portfolio
Seattle University	54	Policy and program research	Management analysis and control	Management and human relation skills	Understanding organizations		Foundations of public administration		Policy formation and implementation		
University of Washington	72	Quantitative methods I AND quantitative methods II AND Program Evaluation AND	Public budgeting and financial management			Managing organizational performance	Microeconomic management analysis			Required for students without ample experience	

# TYPICAL MPA CURRICULUM

128

		Microeconomics policy analysis									
West Virginia University	39	Research methods AND Applied research in public administration	Public financial management AND Public budgeting	Human resource systems			Public management theory and practice	Legal and political foundations		Internship required	

**Appendix D: Initial Data Collection and Emergent Categories, Part Two**

Institutions	Required Comprehensive Examination	Final Research Project Requirement (Capstone, Thesis, etc...)	Courses that teach Economic theory.	Courses that teach Technology application and management skills	Courses that teach and develop effective "soft skills" to make better professionals.	Courses that teach Professional Communication Skills.	Courses that teach Intergovernmental or inter- organizational relations	Courses that teach how to govern organizations in the public and nonprofit sectors	International Comparative MPA Perspectives	Courses that serve a program orientation for incoming MPA Students	Other
Auburn University at Auburn											
Auburn University at Montgomery											
Jacksonville State University					PSC 546 Diversity in the Workplace (3)						
The University of Alabama at Birmingham		MPA 697 Graduate Research Paper		MPA 605 Information Management for Government							
Arizona State University			PAF 504 Public Affairs Economics								
The		Capstone	PA 500:								



# TYPICAL MPA CURRICULUM

131

California State University, Chico		Professional paper or Thesis required									
California State University, Dominguez Hills		Capstone or Thesis Required									
California State University, Long Beach		PPA 697 Directed Research (3, 3) completion of required MPA courses, consent of instructor.									
California State University, Los Angeles	Exam Required	Either a Capstone Seminar (POLS 590) plus a comp exam or Thesis is required		POLS 579 Public Sector Information Management and Computing			POLS 571 Intergovernm ental Relations				
California State	PA 999. Comprehensi			PA 650. Public Sector							





## TYPICAL MPA CURRICULUM

		discouraged from taking this option. Plan B: A Thesis Quality Applied Research Paper (3 Units)				
University of La Verne		PADM 596 Graduate Seminar		Managing Information Technology in Public Organizations		
University of San Francisco		PA 650 - Integrative Seminar in Public Management (Capstone)		PA 638 - Emerging Technologies for Public Managers		PA 685 - Strategic Management of Public Communicati on
University of Southern California		Capstone in Public Administratio n (PPD 546)	Economics for Policy, Planning, and Development (PPD 501ab)			
University of Colorado,		PAD 5361 Capstone	Economics and Public			




# TYPICAL MPA CURRICULUM

135

		Administratio n****									
Florida Gulf Coast University		PAD 6961 Capstone Seminar (3)									
Florida International University		PAD 6056 The Practice of Public Management (Capstone)									
Florida State University		PAD 6908 Action Report									
University of Central Florida		Capstone - PAD 6062 Advanc ed Concepts and Applications in Public Administratio n (3 credit hours)									
University of North Florida		Capstone Seminar									
University of South Florida		Capstone course (PAD 6056: The	Political Economy for Public	Public Information Management							

# TYPICAL MPA CURRICULUM

136

		Practice of Public Management)	Managers								
Albany State University		PADM 5907 Capstone Research (Exit Process) **		PADM 5500 Computer Applications & Management of Information System*							
Georgia College & State University		Thesis or Independent Research Project Required					Intergovernm ental Relations				
Georgia Regents University		PADM 7050 - Capstone Project									
Georgia Southern University	Comp Exam	Capstone									
Georgia State University			PMAP 8141 Microeconom ics for Public Policy								
Kennesaw			Governmenta	Legal and			Governmenta				



# TYPICAL MPA CURRICULUM

138

University		692 Capstone									
DePaul University		Students with a grade point average of 3.5 or above may choose the thesis option and replace MPS 593 INTEGRATIVE SEMINAR with MPS 598 THESIS. To qualify for the thesis option students must take research sequence MPS 586/MPS 587.	*MPS 541 Economic Foundations of Public Service								
Governors State University		PADM 8900 Problems in Applied Public	PADM 7200 Economic Analysis in Public	MIS 7650 Public Sector Information Management							



# TYPICAL MPA CURRICULUM

139

		Management (3) OR PADM 8990 Master's Research Paper (3)	Administratio n (3)								
Northern Illinois University		Comp exam and PSPA 699 - Public Service Research (Capstone Paper)		PSPA 612 - Information Technology in Public Service Organizations							
Southern Illinois University at Edwardsville	Comp Exam Only			PAPA 510- Public Information Management							
Southern Illinois University, Carbondale		POLS 596 Research Paper in Public Affairs:									
The University of Illinois at Chicago		PA 590: Public Administratio n Capstone	PA 410: Economics for Public Administratio n and Policy Decisions								

# TYPICAL MPA CURRICULUM

140

University of Illinois at Springfield		PAD 571-Capstone									
Kansas State University		Seminar in Public Administration (POLSC 831): Capstone seminar									
The University of Kansas		PUAD 897 Public Administration Contemporary Issues and Competency Assessment	PUAD 837 Resource Allocation and Control								
Wichita State University			Public Sector Economics AND Public Decision Making					Public and Nonprofit Governance			
Eastern Kentucky University	Written and Oral Comps										
Kentucky State University		Thesis Optional	PUA 605 Public Sector Economics	PUA 505 Managerial Computer							

# TYPICAL MPA CURRICULUM

141

				Applications							
Morehead State University	Comp Exam	Comp Exam and Thesis or Capstone					PA 660 Intergovernmental Relations				
Northern Kentucky University		Public administration Capstone									
University of Kentucky		Stone and public administration	Public policy economics	Information systems							
University of Louisville		Internship or thesis required									
Western Kentucky University	Comprehensive examination										
Grambling State University				Information technology for public management	Graduate writing workshop						
Louisiana State University	Exit Exam		Microeconomic theory for policy analysis								
Southern University		Thesis	Managerial Economics	Information systems	Writing seminar						



# TYPICAL MPA CURRICULUM

143

		(Capstone)									
Grand Valley State University		Capstone, thesis, or research project required									
Oakland University		Capstone Or internship required		Public sector information systems management							
Wayne State University			Public administration and its environment		Professional development seminar						
Western Michigan University			The political and economic environment of public administration	Managing public performance and information technology							
Missouri State University											
Saint Louis University	Comprehensive exam OR capstone	Comprehensive exam OR capstone	Economics of the public sector								
University of Missouri-		Capstone required	Economic analysis for	Strategic management							

# TYPICAL MPA CURRICULUM

144

Columbia			public service	of public service organizations : people information and money							
University of Missouri- Kansas City		Capstone seminar in public administratio n	The politics of administratio n								
University of Nebraska at Omaha			Political economy								
University of Nevada, Las Vegas					Three credit writing intensive elective						
Kean University		Research seminar	Public bureaucracy, people, process, and performance								
Rutgers University, Camden		Capstone required. Classes titled "research workshop"		Public information systems							

# TYPICAL MPA CURRICULUM

145

Rutgers University, Newark		Capstone required	Political economy and public administration	Technology and public administration							
Seton Hall University		Capstone required	The environment of public service management AND The economic environment of public service management								
New Mexico State University		Thesis or internship required									
The University of New Mexico		Professional paper or thesis required									
Baruch College/City University of New York		Capstone required	Economic analysis and public policy			Communication in public settings					
Binghamton		Capstone	21st-century								

# TYPICAL MPA CURRICULUM

146

University		required	governance								
John Jay College of Criminal Justice, CUNY		Capstone required	Economic principles for public administratio n								
New York University		Capstone required	Microeconom ics for public management, planning, and policy analysis								
State University of New York, The College at Brockport											
Syracuse University		Research workshop	Economics for public decisions								
Appalachian State University		Capstone required									
East Carolina University			Politics in management and public agencies	Management of public information technology							
North	Comprehensi					Effective					



# TYPICAL MPA CURRICULUM

147

Carolina State University	ve exam requires					public communication					
The University of North Carolina at Chapel Hill	Comprehensive exam required				Professional communications						
The University of North Carolina at Charlotte		Thesis or research application required									
University of North Carolina, Wilmington		Capstone seminar in public administration									
University of North Dakota		Capstone required									
Cleveland State University											
Kent State University		Capstone required		Public sector IT management							
The Ohio State			Public-sector economics								

# TYPICAL MPA CURRICULUM

148

University											
The University of Toledo	Comprehensive examination required										
University of Dayton		Capstone required									
Wright State University		Capstone required									
Portland State University											
University of Oregon		Capstone or applied research project required	Public sector economics								
The Pennsylvania State University at Harrisburg		Capstone required		Management information systems							
University of Pittsburgh		Capstone or thesis required	Economics for public affairs AND EITHER microeconomics or microeconomics		Professional development program			Global governance			

# TYPICAL MPA CURRICULUM

149

			ics 2								
Villanova University	Comprehensive examination										
College of Charleston		Capstone required									
University of South Carolina		Capstone required									
Tennessee State University	Comp Exam		Politics of administration	Information technology and public administration							
The University of Memphis		Capstone required (course is titled public management leadership)	Contemporary perspectives								
The University of Tennessee at Chattanooga				Applications in public administration							
Texas Southern University				Computer applications in public administration							

# TYPICAL MPA CURRICULUM

150

				n							
Texas State University	Comp Exam	Applied research project required									
Texas Tech University		Capstone required									
The University of Texas at Arlington (On-Campus)		URPA 5399 Public Administration Capstone									
The University of Texas at El Paso		Stone, thesis, or other research project required	Economic analysis for public administrators AND Public participation and the democratic process								
The University of Texas at San Antonio	Comprehensive examination	exit paper to be written in the required course applied research II	Economics for public affairs								
University of	Comprehensive	Comprehensive			Professional						

# TYPICAL MPA CURRICULUM

151

North Texas	ve exam or thesis is required	ve exam or thesis is required			practice for public managers						
The University of Utah		Capstone Required	Governance and the economy								
The University of Vermont		MPA capstone required	Policy systems								
George Mason University								Third-party governance			
James Madison University		Capstone required									
Old Dominion University		Capstone required									
Virginia Commonweal th University		Capstone required									
Virginia Polytechnic Institute & State University											
Seattle University		Capstone required	Economic analysis								

# TYPICAL MPA CURRICULUM

152

University of Washington		Required	Microeconom ic policy analysis								
West Virginia University		Capstone required								Integrative seminar	

## Appendix E: Second Level Analysis - Categories Amended to Improve Data Classification

Institutions	Minimum Credit Hours Required for Degree	Courses that Teach Research, Evaluation, and Data Analysis Skills	Courses that Teach Budgeting and Financial Skills	Courses that Teach Human Resources and Personnel Management Skills	Courses that Teach Understanding of organizational theory and behavior	Courses that Teach Leadership and Change Skills and Theory	Courses that Teach the work and profession of Public Administration and/or Management	Courses that Teach The legal and/or ethical norms of behavior in Public Administration	Courses that Teach non-evaluative/analytical Public Policy Perspectives and Skills	Required Internships	Portfolio Requirement	Required Comprehensive Examination	Final Research Project Requirement (Capstone, Thesis, etc...)	Courses that Teach Technology application and management skills	Courses that Teach effective communication and "soft skills" to make better professional s.	Courses that Teach how to govern organizations in the public and nonprofit sectors	International Comparative MPA Perspectives	Courses that serve a program orientation for incoming MPA Students
Auburn University at Auburn	42	3	1	1	1	1	2	0	0	1	1							
Auburn University at Montgomery	36	1	1	1	1	0	2	1	1									
Jacksonville State University	39	2	1	1	0	1	1	1	0	1					1			

## TYPICAL MPA CURRICULUM

154

The University of Alabama at Birmingham	39	2	1	1	0	0	1	1	1				1		1				
Arizona State University	42	2	1	1	1	0	0	1	1					1					
The University of Arizona	42	2	1	1	1	0	0	1	1	1			1	1					
Arkansas State University	36	1	1	1	1	1	1	1	0	1			1		1	1			
University of Arkansas Little Rock	39	2	1	1	1	0	1	0	0				1			1			
California State Polytechnic University, Pomona	48	3	1	1	0	0	1	1	1			0	0						
California State University, Bakersfield	36	2	1	1	1	0	1	2	0	1			1						
California State University, Chico	42	1	1	1	1	1	2	0	0				1						
California State University, Dominguez Hills	36	2	1	1	1	0	2	1	0				1						
California State University, Long Beach	39	2	1	1	1	0	1	0	0	1	1		1						
California State	48	2	1	1	1	0	1	0		1		1	1		1				



University, Los Angeles																			
California State University, San Bernardino	48	2	2	1	1	0	1	0	1			1			1				
California State University, Stanislaus	42	2	3	1	1	0	1	1	0			0	0						
San Diego State University	36	2	1	1	0	0	2	0	1	1		0	0						
San Francisco State University	39	2	0	0	0	0	1	0	1	1			1						
San Jose State University	36	2	1	0	0	0	2	0	0				1						
University of La Verne	39	2	1	1	1	1	1	1	1				1		1				
University of San Francisco	39	3	2	1	1	2	1	1	0				1	1	1	1			
University of Southern California	40	0	0	0	0	1	1	0	0	1			1	1					
University of Colorado, Denver and University of Colorado, Colorado Springs	36	1	0	0	1	1	1	1	1	1			1	1					
University of Connecticut	42	3	1	1	1	0	0	0	1	1			1						

## TYPICAL MPA CURRICULUM

156

University of Delaware	42	1	1	1	1	1	3	1	1	1				1	1			1	
The George Washington University	40	2	1	0	0	1	1	0	0	1			1	1					
Florida Atlantic University	42	2	1	1	1	0	1	1	1				1						
Florida Gulf Coast University	42	3	1	1	1	0	1	0	1				1						
Florida International University	42	3	1	1	0	1	1	0	1	1			1	1					
Florida State University	42	2	1	1	1	0	1	0	1	1			1						
University of Central Florida	42	2	2	1	1	0	2	0	1				1						
University of North Florida	42	2	1	1	1	0	1	1	0	1			1						
University of South Florida	45	3	1	1	0	0	1	1	0	1			1	1	1				
Albany State University	42	1	1	1	1	0	0	1	1	1			1		1				
Georgia College & State University	36	2	1	1	0	0	1	2	1	1			1						
Georgia Regents University	36	3	1	1	1	0	1	1	0	1			1						
Georgia Southern	39	2	1	1	0	0	2	1	0	1		1	1						

## TYPICAL MPA CURRICULUM

157

University																			
Georgia State University	39	2	1	0	1	1	1	2	0	1				1					
Kennesaw State University	36	2	1	1	1	0	1	1	0	1				1	1				
Savannah State University	36	2	1	1	1	0	1	0	0	1		1	1		1				
The University of Georgia	41	3	1	0	1	0	2	0	1	1	1	1	1	1					1
University of West Georgia	36	2	1	1	1	0	1	1	0	1			1						
Valdosta State University	36	2	1	1	1	0	0	1	0	1			1		1				
Boise State University	39	3	1	1	1	0	1	0	1	1			1						
DePaul University	52	4	1	1	0	0	1	1	1	1			1	1					
Governors State University	45	1	2	1	1	0	1	2	1				1	1	1				
Northern Illinois University	39	1	2	1	1	0	1	1	0				1		1				
Southern Illinois University at Edwardsville	39	1	1	1	1	0	0	1	1	0		1			1				
Southern Illinois University, Carbondale	43	2	1	1	1	0	1	0	0	1			1						
The University of	52	2	1	1	0	0	1	1	1	0			1	1					

Illinois at Chicago																			
University of Illinois at Springfield	40	1	1	1	1	0	1	0	0				1						
Kansas State University	42	2	1	1	1	0	0	0	0	1			1						
The University of Kansas	43	2	1	1	1	0	1	1	1	1			1	1					
Wichita State University	39	2	1	1	1	0	0	0	0					1			1		
Eastern Kentucky University	39	2	1	1	1	1	0	2	0	1		1							
Kentucky State University	42	2	1	1	1	1	1	0	0	1			1	1	1				
Morehead State University	40	1	1	0	1	0	2	1	0	1		1	1						
Northern Kentucky University	39	2	1	1	1	0	1	1	0				1						
University of Kentucky	42	3	2	0	1	1	0	1	1				1	1	1				
University of Louisville	42	1	0	0	0	0	1	0	0	0			0						
Western Kentucky University	39	1	1	1	1	0	0	1	0	1		1							
Grambling State	45	2	1	1	0	1	1	1	1	1					1	1			

University																			
Louisiana State University	42	2	2	1	1	0	1	0	0	2	1	1		1					
Southern University and A&M College	48	1	1	1	1	0	2	1	0	1			1	1	1	1			
University of New Orleans	42	2	1	1	1	0	1	1	0				1	1	1				
Bowie State University	52	3	2	1	1	1	1	0	0	1				1					
University of Baltimore	42	3	1	1	1	0	0	1	1	1				1	1				
Bridgewater State University	45	2	1	1	1	0	1	1	0	1			1						
Northeastern University	42	2	1	1	1	1	0	0	0	1			1	1					
Suffolk University	42	1	1	1	0	2	1	1	0	1			1		1				
Central Michigan University	36	2	1	1	1	0	1	0	1	1			1						
Grand Valley State University	39	1	0	1	1	0	1	0	0	1			1						
Oakland University	40	2	1	1	0	0	1	0	0	0			0		1				
Wayne State University	39	3	1	1	1	0	1	0	1					1		1			
Western Michigan	39	2	0	0	1	0	1	0	0					1	1				

## TYPICAL MPA CURRICULUM

160

University																			
Missouri State University	39	2	1	1	1	1	1	1	0	1									
Saint Louis University	36	1	1	0	1	0	1	1	0	1		0	0	1					
University of Missouri-Columbia	45	2	1	1	1	1	1	1	1	1			1	1	1				
University of Missouri-Kansas City	36	2	1	0	0	1	1	0		1			1	2					
University of Nebraska at Omaha	39	2	0	0	1	0	1	0						1					
University of Nevada, Las Vegas	36	3	1	1	1	0	1	0		1						1			
Kean University	48	2	2	0	0	0	1	1		1			1	1					
Rutgers University, Camden	42	2	1	0	0	0	1	1					1		1				
Rutgers University, Newark	42	2	1	1	0	1	2	1					1	1	1				
Seton Hall University	39	1	1	1	0	0	1	0					1	1					
New Mexico State University	42	2	1	1	1	0	0	1		0			0						

## TYPICAL MPA CURRICULUM

161

The University of New Mexico	42	2	1	1	1	0	1	0					1						
Baruch College/City University of New York	42	2	1	0	0	0	1	0		1			1	1		1			
Binghamton University	42	1	0	0	0	1	2	0					1	1					
John Jay College of Criminal Justice, CUNY	42	3	1	1	1	0	1	0					1	1					
New York University	60	1	1	0	0	0	1	0	1				1	1					
State University of New York, The College at Brockport	42	2	1	1	1	0	0	0			1								
Syracuse University	40	2	1	0	1	1	2	0					1	1					
Appalachian State University	42	3	1	1	1	0	1	0					1						
East Carolina University	45	2	1	1	0	1	0	1	1					1	1				
North Carolina State University	40	2	1	0	1	0	1	1		1		1				1			
The University of North Carolina at Chapel Hill	44	2	1	1	1	1	0	2		1		1				1			

## TYPICAL MPA CURRICULUM

162

The University of North Carolina at Charlotte	39	2	0	1	1	0	1	1					1						
University of North Carolina, Wilmington	42	2	1	1	0	0	1	0		1			1						
University of North Dakota	36	3	0	0	0	0	1	1		1			1						
Cleveland State University	42	1	1	1	0	0	1	0						1					
Kent State University	36	2	1	1	0	1	2	1		1			1		1				
The Ohio State University	52	2	1	1	0	0	1	1	1					1					
The University of Toledo	36	3	1	1	1	0	1	0	1	1		1							
University of Dayton	39	2	1	1	1	0	1	1	1				1						
Wright State University	36	3	1	1	1	0	1	0		1			1						
Portland State University	60	2	2	1	0	0	2	2	1	1									
University of Oregon	72	3	2	0	0	0	2	0		1			1	1					
The Pennsylvania State University at Harrisburg	36	1	1	1	1	0	1	0		1			1		1				
University of	48	3	1	0	0	0	1	0		1			1	1		1	1		



Pittsburgh																			
Villanova University	36	2	1	1	1	0	1	0				1							
College of Charleston	39	1	1	1	0	0	1	1	1	1			1						
University of South Carolina	39	1	1	1	0	0	1	1	1	1			1						
Tennessee State University	42	3	1	1	1	0	1	0		1	1	1		1	1				
The University of Memphis	39	2	1	1	1	0	1	0					1	1					
The University of Tennessee at Chattanooga	36	2	1	1	1	0	1	0	1	1					1				
Texas Southern University	36	3	1	1	1	0	1	0							1				
Texas State University	36	2	1	1	1	0	0	1	1			1	1						
Texas Tech University	39	2	1	1	1	0	0	0	1	1			1						
The University of Texas at Arlington (On-Campus)	42	2	2	1	1	0	1	1		1			1						
The University of Texas at El Paso	43	3	1	1	1	0	1	0	1	1			1	1					
The University of Texas at San	40	3	1	0	1	1	1	0	1			1	1	1					

## TYPICAL MPA CURRICULUM

164

Antonio																			
University of North Texas	36	2	1	1	0	1	1	0				0	0			1			
The University of Utah	42	1	1	1	0	0	1	2		1			1	1					
The University of Vermont	36	1	1	0	1	0	1	0		1			1	1					
George Mason University	36	1	0	0	1	0	1	1	1								1		
James Madison University	42	3	1	1	1	0	1	0		1			1						
Old Dominion University	39	1	2	0	0	0	2	1		1			1						
Virginia Commonwealth University	36	3	1	1	0	0	2	0		1			1						
Virginia Polytechnic Institute & State University	36	2	1	0	0	1	2	1	1		1								
Seattle University	54	1	1	1	1	0	1	0	1				1	1					
University of Washington	72	4	1	0	0	0	2	0		1			1	2					
West Virginia University	39	2	2	1	0	0	1	1		1			1						1
Texas Tech University	39	2	1	1	1	0	0	0	1	1			1						
The University of	42	2	2	1	1	0	1	1		1			1						

Texas at Arlington (On- Campus)																			
The University of Texas at El Paso	43	3	1	1	1	0	1	0	1	1			1	2					
The University of Texas at San Antonio	40	3	1	0	1	1	1	0	1			1	1	1					
University of North Texas	36	2	1	1	0	1	1	0				0	0			1			
The University of Utah	42	1	1	1	1	0	1	2		1			1	1					
The University of Vermont	36	1	1	0	1	0	1	0		1			1	1					
George Mason University	36	1	0	0	1	0	1	1	1								1		
James Madison University	42	3	1	1	1	0	1	0		1			1						
Old Dominion University	39	1	2	0	0	0	2	1		1			1						
Virginia Commonwealth University	36	3	1	1	0	0	2	0		1			1						
Virginia Polytechnic Institute & State University	36	2	1	0	0	0	2	1	1		1			1					
Seattle University	54	1	1	1	1	0	1	0	1				1	1					

University of Washington	72	4	1	0	0	0	2	0		1			1	2					
West Virginia University	39	2	2	1	1	0	1	1		1			1						1

**Appendix F: Third Level Analysis - Data Finalized Into Categories**

Institutions	Minimum Credit Hours Required for Degree	Courses that Teach Research, Evaluation, and Data Analysis Skills	Courses that Teach Budgeting and Financial Skills	Courses that Teach Human Resources and Personnel Management Skills	Courses that Teach Understanding of organizational theory and behavior	Courses that Teach Leadership and Change Skills and Theory	Courses that Teach the work and profession of Public Administration and/or Public Management	Courses that Teach The legal and ethical norms of behavior in Public Administration	Courses that Teach non-evaluative/non-analytical Public Policy Perspectives and Skills	Required Internships	Portfolio Requirement	Required Comprehensive Examination	Final Research Project Requirement (Capstone, Thesis, etc...)	Courses that Teach Economic theory	Courses that Teach Technology application and management skills	Courses that Teach and develop effective communication and "soft skills" to make better professional s.	Courses that Teach how to govern organization in the public and nonprofit sectors	International Comparative MPA Perspectives	Courses that serve a program orientation for incoming MPA Students	Exit Exam or Project
Albany State University	42	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	0	0	0	1
Appalachian State	42	3	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1

Unive rsity																				
Arizo na State Unive rsity	42	2	1	1	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0
Arkan sas State Unive rsity	36	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	0	0	1
Aubur n Unive rsity at Aubur n	42	3	1	1	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	0
Aubur n Unive rsity at Montg omery	36	1	1	1	1	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0
Baruc h Colleg e/City	42	2	1	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	1

## TYPICAL MPA CURRICULUM

[illegible]

rsity, Pomo na																				
Califo rnia State Unive rsity, Baker sfield	36	2	1	1	1	0	1	2	0	1	0	0	1	0	0	0	0	0	0	1
Califo rnia State Unive rsity, Chico	42	1	1	1	1	1	2	0	0	0	0	0	1	0	0	0	0	0	0	1
Califo rnia State Unive rsity, Domi nguez Hills	36	2	1	1	1	0	2	1	0	0	0	0	1	0	0	0	0	0	0	1
Califo rnia State Unive	39	2	1	1	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1



rsity, Long Beach																				
Califo rnia State Unive rsity, Los Angel es	48	2	1	1	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	1
Califo rnia State Unive rsity, San Bernar dino	48	2	2	1	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0
Califo rnia State Unive rsity, Stanisl aus	42	2	3	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Centra l	36	2	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1

Michigan University																				
Cleveland and State University	42	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
College of Charleston	39	1	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	1
DePaul University	52	4	1	1	0	0	1	1	1	1	0	0	1	1	0	0	0	0	0	1
East Carolina University	45	2	1	1	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0
Eastern Kentucky University	39	2	1	1	1	1	0	2	0	1	0	1	0	0	0	0	0	0	0	0

Florida Atlantic University	42	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	1
Florida Gulf Coast University	42	3	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1
Florida International University	42	3	1	1	0	1	1	0	1	1	0	0	1	1	0	0	0	0	0	1
Florida State University	42	2	1	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1
George Mason University	36	1	0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0
George	36	1	0	0	1	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0

Mason Unive rsity																				
Georg ia Colleg e & State Unive rsity	36	2	1	1	0	0	1	2	1	1	0	0	1	0	0	0	0	0	0	1
Georg ia Regen ts Unive rsity	36	3	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1
Georg ia South ern Unive rsity	39	2	1	1	0	0	2	1	0	1	0	1	1	0	0	0	0	0	0	1
Georg ia State Unive rsity	39	2	1	0	1	1	1	2	0	1	0	0	0	1	0	0	0	0	0	0
Gover	45	1	2	1	1	0	1	2	1	0	0	0	1	1	1	0	0	0	0	1

nors State Unive rsity																				
Gram bling State Unive rsity	45	2	1	1	0	1	1	1	1	1	0	0	0	0	1	1	0	0	0	0
Grand Valley State Unive rsity	39	1	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1
Jackso nville State Unive rsity	39	2	1	1	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0
James Madis on Unive rsity	42	3	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1
James Madis on Unive	42	3	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1

rsity																				
John Jay Colleg e of Crimi nal Justice , CUN Y	42	3	1	1	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	1
Kansa s State Unive rsity	42	2	1	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1
Kean Unive rsity	48	2	2	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1
Kenne saw State Unive rsity	36	2	1	1	1	0	1	1	0	1	0	0	0	1	1	0	0	0	0	0
Kent State Unive rsity	36	2	1	1	0	1	2	1	0	1	0	0	1	0	1	0	0	0	0	1
Kentu	42	2	1	1	1	1	1	0	0	1	0	0	1	1	1	0	0	0	0	1

cky State Unive rsity																				
Louisi ana State Unive rsity	42	2	2	1	1	0	1	0	0	2	1	1	0	1	0	0	0	0	0	0
Misso uri State Unive rsity	39	2	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0
Moreh ead State Unive rsity	40	1	1	0	1	0	2	1	0	1	0	1	1	0	0	0	0	0	0	1
New Mexic o State Unive rsity	42	2	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
New York Unive rsity	60	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1

North Carolina State Univer- sity	40	2	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	0	0	0
North eastern Univer- sity	42	2	1	1	1	1	0	0	0	1	0	0	1	1	0	0	0	0	0	1
North ern Illinois Univer- sity	39	1	2	1	1	0	1	1	0	0	0	0	1	0	1	0	0	0	0	1
North ern Kentucky Univer- sity	39	2	1	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1
Oakland Univer- sity	40	2	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Old	39	1	2	0	0	0	2	1	0	1	0	0	1	0	0	0	0	0	0	1



## TYPICAL MPA CURRICULUM

179

Dominion University																				
Old Dominion University	39	1	2	0	0	0	2	1	0	1	0	0	1	0	0	0	0	0	0	1
Portland State University	60	2	2	1	0	0	2	2	1	1	0	0	0	0	0	0	0	0	0	0
Rutgers University, Camden	42	2	1	0	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	1
Rutgers University, Newark	42	2	1	1	0	1	2	1	0	0	0	0	1	1	1	0	0	0	0	1
Saint Louis	36	1	1	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0

## TYPICAL MPA CURRICULUM

180

Unive rsity																				
San Diego State Unive rsity	36	2	1	1	0	0	2	0	1	1	0	0	0	0	0	0	0	0	0	0
San Franci sco State Unive rsity	39	2	0	0	0	0	1	0	1	1	0	0	1	0	0	0	0	0	0	1
San Jose State Unive rsity	36	2	1	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0	0	1
Savan nah State Unive rsity	36	2	1	1	1	0	1	0	0	1	0	1	1	0	1	0	0	0	0	1
Seattle Unive rsity	54	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1
Seattle Unive	54	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1

rsity																				
Seton Hall Unive rsity	39	1	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1
South ern Illinoi s Unive rsity at Edwar dsville	39	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0
South ern Illinoi s Unive rsity, Carbo ndale	43	2	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1
South ern Unive rsity and A&M Colleg	48	1	1	1	1	0	2	1	0	1	0	0	1	1	1	1	0	0	0	1

e																				
State Unive rsity of New York, The Colleg e at Brock port	42	2	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Suffol k Unive rsity	42	1	1	1	0	2	1	1	0	1	0	0	1	0	1	0	0	0	0	1
Syrac use Unive rsity	40	2	1	0	1	1	2	0	0	0	0	0	1	1	0	0	0	0	0	1
Tenne ssee State Unive rsity	42	3	1	1	1	0	1	0	0	1	1	1	0	1	1	0	0	0	0	0
Texas South ern	36	3	1	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0

Unive rsity																				
Texas State Unive rsity	36	2	1	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	1
Texas Tech Unive rsity	39	2	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1
Texas Tech Unive rsity	39	2	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1
The Georg e Washi ngton Unive rsity	40	2	1	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1
The Ohio State Unive rsity	52	2	1	1	0	0	1	1	1	0	0	0	0	1	0	0	0	0	0	0
The Penns	36	1	1	1	1	0	1	0	0	1	0	0	1	0	1	0	0	0	0	1

ylvani a State Unive rsity at Harris burg																				
The Unive rsity of Alaba ma at Birmi ngham	39	2	1	1	0	0	1	1	1	0	0	0	1	0	1	0	0	0	0	1
The Unive rsity of Arizo na	42	2	1	1	1	0	0	1	1	1	0	0	1	1	0	0	0	0	0	1
The Unive rsity of Georg ia	41	3	1	0	1	0	2	0	1	1	1	1	1	1	0	0	0	0	1	1
The Unive	52	2	1	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0	1

rsity of Illinoi s at Chica go																				
The Unive rsity of Kansa s	43	2	1	1	1	0	1	1	1	1	0	0	1	1	0	0	0	0	0	1
The Unive rsity of Memp his	39	2	1	1	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1
The Unive rsity of New Mexic o	42	2	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1
The Unive rsity	44	2	1	1	1	1	0	2	0	1	0	1	0	0	0	1	0	0	0	0

of North Caroli na at Chape l Hill																				
The Unive rsity of North Caroli na at Charlo tte	39	2	0	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	1
The Unive rsity of Tenne ssee at Chatta nooga	36	2	1	1	1	0	1	0	1	1	0	0	0	0	1	0	0	0	0	0
The Unive rsity of Texas	42	2	2	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1



at Arling ton (On- Camp us)																				
The Unive rsity of Texas at Arling ton (On- Camp us)	42	2	2	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1
The Unive rsity of Texas at El Paso	43	3	1	1	1	0	1	0	1	1	0	0	1	2	0	0	0	0	0	1
The Unive rsity of	43	3	1	1	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1

Texas at El Paso																				
The Unive rsity of Texas at San Anton io	40	3	1	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1
The Unive rsity of Texas at San Anton io	40	3	1	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1
The Unive rsity of Toled o	36	3	1	1	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0
The Unive rsity	42	1	1	1	0	0	1	2	0	1	0	0	1	1	0	0	0	0	0	1

of Utah																				
The Unive rsity of Utah	42	1	1	1	1	0	1	2	0	1	0	0	1	1	0	0	0	0	0	1
The Unive rsity of Verm ont	36	1	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	1
The Unive rsity of Verm ont	36	1	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	0	1
Unive rsity of Arkan sas Little Rock	39	2	1	1	1	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1
Unive rsity	42	3	1	1	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	0

of Baltim ore																				
Unive rsity of Centra l Florid a	42	2	2	1	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	1
Unive rsity of Colora do, Denge r and Unive rsity of Colora do, Colora do Spring s	36	1	0	0	1	1	1	1	1	1	0	0	1	1	0	0	0	0	0	1
Unive rsity	42	3	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	1

of Conne cticut																				
Unive rsity of Dayto n	39	2	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	1
Unive rsity of Delaw are	42	1	1	1	1	1	3	1	1	1	0	0	0	1	1	0	0	1	0	0
Unive rsity of Illinoi s at Spring field	40	1	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1
Unive rsity of Kent ucky	42	3	2	0	1	1	0	1	1	0	0	0	1	1	1	0	0	0	0	1
Unive rsity of La	39	2	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	1

Verne																				
Unive rsity of Louis ville	42	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Unive rsity of Misso uri- Colum bia	45	2	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1
Unive rsity of Misso uri- Kansa s City	36	2	1	0	0	1	1	0	0	1	0	0	1	2	0	0	0	0	0	1
Unive rsity of Nebra ska at Omaha	39	2	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
Unive	36	3	1	1	1	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0

rsity of Nevad a, Las Vegas																				
Unive rsity of New Orlean s	42	2	1	1	1	0	1	1	0	0	0	0	1	1	1	0	0	0	0	1
Unive rsity of North Caroli na, Wilmi ngton	42	2	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1
Unive rsity of North Dakot a	36	3	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1
Unive rsity of	42	2	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1

## TYPICAL MPA CURRICULUM

194

North Florida a																				
Unive rsity of North Texas	36	2	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0
Unive rsity of North Texas	36	2	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0
Unive rsity of Orego n	72	3	2	0	0	0	2	0	0	1	0	0	1	1	0	0	0	0	0	1
Unive rsity of Pittsb urgh	48	3	1	0	0	0	1	0	0	1	0	0	1	1	0	1	1	0	0	1
Unive rsity of San Franci sco	39	3	2	1	1	2	1	1	0	0	0	0	1	1	1	1	0	0	0	1



Unive rsity of South Caroli na	39	1	1	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	1
Unive rsity of South Florid a	45	3	1	1	0	0	1	1	0	1	0	0	1	1	1	0	0	0	0	1
Unive rsity of South ern Califo rnia	40	0	0	0	0	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1
Unive rsity of Washi ngton	72	4	1	0	0	0	2	0	0	1	0	0	1	2	0	0	0	0	0	1
Unive rsity of Washi	72	4	1	0	0	0	2	0	0	1	0	0	1	2	0	0	0	0	0	1

ington																				
University of West Georgia	36	2	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1
Valdosta State University	36	2	1	1	1	0	0	1	0	1	0	0	1	0	1	0	0	0	0	1
Villanova University	36	2	1	1	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0
Virginia Commonwealth University	36	3	1	1	0	0	2	0	0	1	0	0	1	0	0	0	0	0	0	1
Virginia Commonwealth University	36	3	1	1	0	0	2	0	0	1	0	0	1	0	0	0	0	0	0	1

Unive rsity																				
Virgin ia Polyte chnic Institu te & State Unive rsity	36	2	1	0	0	0	2	1	1	0	1	0	0	1	0	0	0	0	0	0
Virgin ia Polyte chnic Institu te & State Unive rsity	36	2	1	0	0	1	2	1	1	0	1	0	0	0	0	0	0	0	0	0
Wayn e State Unive rsity	39	3	1	1	1	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0
West Virgin ia Unive	39	2	2	1	0	0	1	1	0	1	0	0	1	0	0	0	0	0	1	1

rsity																				
West Virgin ia Unive rsity	39	2	2	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	1
Weste rn Kentu cky Unive rsity	39	1	1	1	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0
Weste rn Michi gan Unive rsity	39	2	0	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0
Wichit a State Unive rsity	39	2	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0
Wright State Unive rsity	36	3	1	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1